

A CASE STUDY OF TECHNOLOGY CENTER
TEACHERS' PERCEPTIONS OF THE TEACHER AND
LEADER EFFECTIVENESS EVALUATION SYSTEM
AND ITS REPRESENTATION OF QUALITY
INSTRUCTION IN CAREERTECH CLASSROOMS

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CLASSROOMS

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Abstract:

Research suggests that teacher evaluation systems have promoted effective teaching in many common education classrooms for core academic subjects, but have not been as successful in promoting effective teaching in non-core subjects (Jacques & Potemski, 2013). Technology center classrooms are certainly an example of non-core subjects that may not be well represented on the TLE even though many technology centers have adopted the TLE as their evaluation instrument. One possible reason why teacher evaluation systems have not promoted more effective teaching in some technology center classrooms is that the skills/competencies of successful teaching in technology center classrooms may differ from skills/competencies measured on the TLE. According to a report by the Center for Innovative Technology (2010), a comprehensive teacher evaluation program has the potential to influence teacher performance and, ultimately, student achievement positively. However, for this tool to be effective, it must create a common language that defines and outlines specific behaviors/attitudes/skills that are valued by teachers for enhancing student outcomes (Center for Innovative Technology, 2010). It is possible that the skills and competencies outlined in Oklahoma's TLE do not align with skills/competencies that teachers in technology centers value. This case study used in-depth interviews of seven technology center teachers and two technology center administrators to explore their perceptions of the use of the TLE at their technology center. Data analysis revealed the following themes: 1.) All participants expressed that the TLE rubric does not represent the skills and competencies for effective teaching in their classrooms, 2.) Participants do not value the TLE or expect it to help them become more effective teachers, 3.) The majority of participants indicated that the TLE should include teacher subject matter expertise when evaluating their performance and 4.) The majority of participants indicated that program outcomes were a critical component of CareerTech teacher success and that this component was missing from the TLE. Consequently, this study suggests that the TLE neither creates the common language nor accurately defines the skills and competencies valued by the technology center teachers.

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CHAPTER I

INTRODUCTION

This qualitative case study seeks to explore technology center teachers' perceptions, in one technology center in the State of Oklahoma, of Oklahoma's implementation of the Teacher and Leader Effectiveness Evaluation System and its representation of the skills and competencies that promote effective teaching in technology center classrooms. This chapter begins with an overview of the background and context of the problem that frames the study. Following is the problem statement and a clear and succinct statement of purpose. Also included in this chapter is a theoretical framework, which will provide a lens through which the findings may be interpreted. Lastly, this chapter identifies research questions, addresses the importance and scope of the study, and provides definitions of the key terms used in the study.

Background of the Problem

With the implementation of No Child Left Behind (NCLB) in 2002, policymakers attempted to improve student achievement outcomes by ensuring that a highly-qualified teacher was in every classroom. Additionally, the National Governors' Association called on policymakers to address teacher evaluation policy as a means of improving student achievement outcomes (Goldrick, 2002). Largely, NCLB efforts were perceived to be reliant upon coercive federal mandates, and critics claimed that they promoted a culture of compliance which did not yield meaningful improvements to teacher evaluation systems or the promotion of more effective

teaching practices (McGuinn, 2006). With the economic downturn in 2008, The Obama administration launched the Race to The Top (RTTT) competitive grant program and attempted to influence education reform in the wake of NCLB's perceived ineffectiveness. RTTT was a shift in approach by the federal government to move funding away from need-based formulas to a more rigorous process that is determined by proposed reforms presented by the states that applied for and received the competitive RTTT funds (McGuinn, 2011). RTTT had clear reform goals in mind such as: developing common standards and assessments, improving teacher training and evaluation, improving retention policies, creating better data systems, and implementing school improvement methodologies (U.S. Department of Education, n.d.-a). RTTT applied even greater pressure on states to reform and revolutionize their teacher evaluation systems (Rucinski & Diersing, 2014). Since 2009, 32 states, including Oklahoma, have made significant changes to their teacher evaluation systems for the purpose of being able to distinguish between effective and ineffective teachers (Rucinski & Diersing, 2014).

Education Governance

Education governance in Oklahoma is provided by three primary branches of oversight. First, the common education system, serving grades kindergarten through twelfth grade, is governed by the State Board of Education and the Oklahoma State Department of Education. Secondly, oversight of Oklahoma's postsecondary education system, including community colleges and universities, is governed by the Oklahoma State Regents for Higher Education. Lastly, Oklahoma is unique in that it has a third branch of education oversight that oversees its Career and Technology Education System. A separate state board governs Oklahoma's CareerTech system, The Oklahoma State Board of Career and Technology Education.

Additionally, an independent state agency, the Oklahoma Department of Career and Technology Education, provides oversight. Oklahoma's CareerTech system provides training for both secondary and postsecondary students. Secondary students can take individual CareerTech courses at their high school or attend a half-day session at a regional technology center. Oklahoma's CareerTech system does not grant transcript credit to secondary students; CareerTech courses for secondary students are considered electives and are an extension of the students' high school curriculum. Additionally, a CareerTech does not confer degrees for its postsecondary students but offers industry-recognized credentials. As a result, Oklahoma's CareerTech system, when providing courses to secondary students, falls under the laws that govern secondary education. The Oklahoma Education Law Book contains laws, rules, and regulations written for the express purpose of overseeing Oklahoma's public schools.

The Oklahoma Education Law Book requires all public schools, including technology centers, to implement a regular teacher and leader evaluation system with the intent of promoting more effective teaching and improving student achievement outcomes. Oklahoma's system for teacher and leader evaluation in its public schools is called the Teacher and Leader Effectiveness Evaluation System (TLE) and requires the use of an evidence-based, qualitative teacher evaluation assessment for evaluating a teachers' effectiveness in the classroom. The teacher evaluation assessments take the form of rubrics that are used to measure the skills and competencies for effective teaching.

The State of Oklahoma, through the legislative process, required the State Board of Education to adopt a new statewide system for evaluation known as the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE), by December 15, 2011. While Oklahoma's

implementation of the TLE Evaluation System was intended for the evaluation of common education teachers and instructional leaders, The Oklahoma Education Law Book identifies technology centers as “public schools” (Oklahoma Statute Title 70, § 1-106). As a result, Oklahoma’s career and technology education technology centers were required by Oklahoma law to implement the TLE effectiveness evaluation system as well. According to Oklahoma Statute (Title 70, § 212-1), Oklahoma’s TLE evaluation system must include five major components: 1) five-tier rating system with the rating options superior, highly effective, effective, needs improvement, and ineffective; 2) an annual evaluation that provides feedback to improve student learning outcomes; 3) remediation plans and coaching for teachers rated as needs improvement or ineffective; 4) both a quantitative and qualitative component each equalling 50% of the teacher’s rating; and, finally 5) an evidence-based qualitative assessment tool for the qualitative portion of the TLE.

Policymakers established the TLE Commission to identify the specific details of implementing Oklahoma’s new teacher evaluation system. The TLE Commission was tasked with identifying acceptable solutions for accommodating the public school's requirement of using an evidence-based teacher evaluation assessment. The TLE Commission identified three models that schools could use: (1) the Marzano Teacher Evaluation Model, (2) Danielson’s Framework for Teaching, and (3) Tulsa Public Schools’ Teacher Observation and Evaluation System. Instructional leaders would use the particular model selected by their respective district to conduct classroom observations and score each teacher’s performance with the rubric. Of the twenty-nine technology center districts in Oklahoma, twenty-eight chose the Tulsa Public Schools’ Teacher Observation and Evaluation System as their TLE solution, and one technology center selected the Marzano Teacher Evaluation Model.

These instruments currently represent effective teaching practices in a traditional, common education core academic classroom. However, these same teacher evaluation rubrics are also being used to evaluate career and technology education teachers in Oklahoma's technology center classrooms. The skills and competencies that promote effective teaching in a technology center classroom may be different from skills and competencies that promote more effective teaching in the common education, core academic subject classroom. Technology center classrooms are considered non-core subjects and may benefit from a different qualitative evaluation rubric to promote more effective teaching than what is currently being provided through the Oklahoma TLE evaluation system.

Statement of the Problem

Teacher evaluation systems were created to promote more effective teaching in public schools (Danielson & McGreal, 2000). The State of Oklahoma adopted the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) for measuring teacher effectiveness in public schools across the state.

Research suggests that teacher evaluation systems have promoted effective teaching in many common education classrooms for core academic subjects, but have not been as successful in promoting effective teaching in non-core subjects (Jacques & Potemski, 2013). Technology center classrooms are certainly an example of non-core subjects that may not be well represented on the TLE even though many technology centers have adopted the TLE as their evaluation instrument.

One possible reason why teacher evaluation systems have not promoted more effective teaching in some technology center classrooms is that the skills/competencies of successful

teaching in technology center classrooms may differ from skills/competencies measured on the TLE. According to a report by the Center for Innovative Technology (2010), a comprehensive teacher evaluation program has the potential to be used as a tool to positively influence teacher performance and, ultimately, student achievement. However, for this tool to be effective, it must create a common language that defines and outlines specific behaviors/attitudes/skills that are valued by teachers for enhancing student outcomes (Center for Innovative Technology, 2010). It is possible that the skills and competencies outlined in TLE do not align with skills/competencies that teachers in technology centers value.

Purpose of the Study

The purpose of this qualitative case study is to explore teachers' perceptions of the teacher and leader effectiveness evaluation system and its representation of quality instruction in CareerTech classrooms. Specifically, this study will explore teacher perceptions, in a selected technology center, of the value of the TLE to measure the skills and competencies that lead to effective teaching in the CareerTech setting.

Research Questions

The following research questions guide this study:

Overarching Question:

What are Oklahoma's technology center teachers' perceptions of the TLE in a technology center classroom?

Sub-questions

1. What are technology center teachers' perceptions about how the TLE aligns with quality instructional practices in CareerTech classrooms?
2. What are technology center teachers' perceptions about the use of the TLE for enhancing teaching practices in the CareerTech context?
3. What are technology center teachers' perceptions about their ability to successfully implement the expected teaching behaviors of the TLE in a technology center classroom?
4. How does Expectancy-Value Theory explain the above?
5. How do technology center teachers define effective teaching?
6. What skills/competencies do these teachers believe should be measured on a teacher evaluation in a technology center classroom?

Theoretical Framework

The expectancy-value theory offers a lens through which technology center teachers' perceptions can be examined to determine if teachers value the skills and competencies identified in the TLE. John William Atkinson developed the Expectancy-Value Theory in the 1950s and 1960s to understand the achievement motivation of individuals. In the 1980s, Jacquelynne Eccles and colleagues expanded this research into the field of education. According to Expectancy-Value Theory, achievement-related choices are most proximally determined by two factors: expectancies for success and subjective task values (Eccles, 2009). More specifically, Eccles (2009) suggests that individual achievement-related beliefs are influenced by factors such as the appropriateness of participating in tasks, perceptions of the duties and self-concepts, and the processes associated with the tasks. Fundamentally speaking, Wigfield and Eccles (2000)

reduce the Expectancy-Value Theory to two primary questions: “Can I achieve the task?” and “Do I want to achieve the task?” In essence, Expectancy-Value Theory suggests that how an individual answers these two questions directly relates to his/her motivation to engage in the tasks at hand. This motivation, then, may influence the success of the individual’s engagement in the activity.

The Expectancy-Value Theory may be able to explain technology center teachers’ perceptions of the teacher evaluation process through the TLE. If the skills and competencies in the TLE do not relate to more effective teaching in technology center classrooms, these teachers may not value the expectations outlined on the TLE, may not be able or want to do the tasks, and they may not have an expectation that engaging in the tasks will make them more effective teachers.

Importance of the Study

With the rapid implementation of education reform, policymakers have enacted laws that require substantial changes to teacher evaluation systems that are primarily built for core academic subjects, and these core subjects only represent a quarter of the teachers and courses offered in public schools (Marion, DePascale, Domaleski, Gong, & Diaz-Bilello, 2012). Courses offered in Oklahoma’s technology centers are considered non-core academic subjects, and the teachers teaching these courses are currently evaluated with an evidence-based evaluation instrument that may not express the skills and competencies that promote effectiveness in their classrooms. The purpose of this study is to understand, from Oklahoma technology center teachers’ perceptions, the efficacy of using the Teacher and Leadership Effectiveness (TLE) Evaluation System in a CareerTech center. Additionally, this study will attempt to determine

whether or not Oklahoma technology center teachers value the Teacher and Leader Effectiveness Evaluation System and if Oklahoma technology center teachers expect that this system will be useful in promoting more effective teaching practices. This study will attempt to explain technology center teacher perceptions, in one CareerTech center in the Midwest, of how use of the TLE influences their teaching practices. Although results of qualitative studies are not generalizable beyond their specific context, policymakers, state education governing boards in Oklahoma, Superintendents, and instructional leaders may glean insight from this study concerning ways to improve the process of evaluating and promoting more effective teaching in technology center classrooms.

This study will extend existing knowledge related to evaluating technology center teachers and provide further understandings for consideration in technology center teacher evaluation in Oklahoma. Furthermore, Oklahoma's teacher evaluation process plays a prominent role with the teacher due process measures governed by The Oklahoma Education Law Book. As such, the teacher evaluation system in general, and the individual teacher evaluation results, in particular, have implications for employment decisions in Oklahoma's public schools.

Scope of the Study

The purpose of this study is to gain insight into technology center teachers' perceptions of Oklahoma's TLE. A qualitative case study bound to a single building with purposeful, homogeneous sampling techniques will be used to collect data through a variety of methods including interviews, observations, and document analysis. Triangulation will be utilized to promote trustworthiness of findings in the study and will provide for a thick, rich description related to the teachers' perceptions and lived experiences.

Definition of Terms

The following key terms are defined for the study:

Career and Technical Education (CareerTech) - Career and technical education (CTE) is an educational strategy for providing young people with the academic, technical, and employability skills and knowledge to pursue postsecondary training or higher education. Thus, preparing students to enter a career field prepared for ongoing learning (Bray, Green & Kay, 2010).

Technology Center - A public school provider of Career and Technology Education courses available to both secondary and postsecondary students. Secondary students can take advantage of regional technology centers by attending half-day sessions at the technology center and half a day at their home high schools. Coursework at the technology center is considered an extension of the student's high school curriculum.

CareerTech Provisional I Teaching Certificate – A CareerTech Provisional I teaching certificate is for applicants that have a minimum of two years of related industry experience but do not have a bachelor's degree. A CareerTech Provisional I teaching certificate is valid for one year.

CareerTech Provisional II Teaching Certificate – Applicants that have a minimum of 24 credit hours earned toward a bachelor's degree and have successfully passed the required subject area test are eligible for a CareerTech Provisional II teaching certificate which is valid for five years.

CareerTech Standard Teaching Certificate – Applicants that have a degree in Career and Technology Education are eligible for a CareerTech Standard Teaching Certificate. If applicants

have a bachelor's degree in an area other than Career and Technology Education, they may pursue an alternative CareerTech Standard Teaching Certificate.

Summary

Recent educational reforms by policymakers have dramatically shifted the teacher evaluation landscape in the United States. Oklahoma implemented a new teacher evaluation system in 2012, TLE, and this change included specific requirements for evaluating teachers annually using evidenced-based qualitative assessment tools for scoring a teacher's performance. The qualitative evaluation tools available for use in Oklahoma were created to represent the skills and competencies to promote effective teaching in common education core academic subjects. These tools were applied to all public schools in Oklahoma, including technology centers. Technology centers offer career and technical education courses that are not classified as core academic subjects, but rather, these courses are electives related to specific occupations found in the modern workforce. The skills and competencies necessary for effective teaching in technology center classrooms may be different from the skills and competencies in common education's core academic subjects. As a result, the TLE's evidence-based qualitative assessment tools may not be effective instruments for evaluating technology center teachers or promote more effective teaching in their classrooms. This potential mismatch of skills and competencies may negatively impact a teacher's motivation to embrace the TLE process. This case study will examine technology center teachers' perceptions of the TLE and look through the lens of the Expectancy-Value Theory to determine if technology center teachers value the TLE or expect that it will be successful in improving their instructional practices.

Chapter I provided a brief overview of the background of teacher evaluation in the State of Oklahoma. Also included were the problem, purpose and research questions for this study. Case study methodology and the theoretical framework were described. The chapter ended with a statement of the significance, scope of the study, and definition of terms. Chapter II includes an extensive review of the literature concerning teacher evaluation and evaluation as it relates to teacher performance in the CareerTech setting. Chapter II also includes a more thorough review of the proposed theoretical framework, Expectancy-Value Theory. Chapter III describes the research design and methods. Included in the chapter is an explanation of the population, sample, sampling techniques and sources of data for the study.

CHAPTER II

LITERATURE REVIEW

Introduction

This purpose of this chapter is to provide a summary of the literature related to the history of teacher evaluation in the United States, review the research behind teacher evaluation systems that have worked and those that have not, and identify the nuances of teacher evaluation systems used in Career and Technology Education. Finally, a review of the Expectancy-Value Theory will be provided including the historical background of the theoretical framework, the major variables used, the contemporary uses and how the expectancy-value theory relates to the study of Career and Technology Education teachers' perceptions of the TLE.

Part I

Teacher Evaluation Systems

This purpose of this section is to provide a summary of the literature related to the history of teacher evaluation in the United States. McNergney, Imig, & Pearlman (2013) suggest teacher evaluations are meant to improve teachers' performances in their classrooms. Supervisors, in-turn, use teacher evaluation systems and processes to observe teachers in their classrooms, gather data on their teaching methods, organize these data, and review the results in

conferences with the teachers observed. The supervisors' aim is to help teachers improve their teaching practices (McNergney et al., 2013). Teacher supervision and evaluation has been an evolving topic since the late 1700's and has been influenced by economic, social, cultural, academic, and political dynamics from the earliest days of inception to contemporary times. From the beginning, specific eras of teacher supervision and evaluation can be identified, each having a unique focus with implications for how teacher oversight and evaluation was implemented. The evolution of teacher supervision and evaluation over time has resulted in a handful of contemporary models becoming popular in public schools throughout the United States today. Many of the common models in use are a reflection of recent educational reform efforts, and this applies to Oklahoma's adoption of the TLE in 2012. This section will offer a historical review of the literature regarding teacher supervision and evaluation and identify the influences and attributes of teacher evaluations systems throughout the noticeable eras of time. Supervision and teacher evaluation can be traced as far back as the late 1700's with identifiable dispensations to contemporary times.

The History of Teacher Evaluation

In the 1700's, Starratt (2008) indicates that the supervision of teachers started as an informal process of inspecting what teachers were teaching and the extent to which students were learning. Citizens in local communities, local government officials, or clergy were used to hire teachers and cast judgment upon their teaching through the informal inspection process. Clergy were used to inspect teachers as they were well-educated and, as a result, possessed an inferred ability to contribute to improving instructional practices in schools (Tracy, 1995). Due to the informal nature of the teacher inspections during this time the criteria for effective teaching,

quality of feedback, and pedagogical philosophies varied greatly (Marzano, Frontier, & Livingston, 2011). The informal nature of the inspection process remained until the late 1830's as teaching was not considered a professional discipline until that time (Marzano, et al., 2011). The informal inspection of teachers during these early days has remained an integral part of the supervision of teachers throughout the history of public education and has taken the form of more formal teacher evaluations today (Starratt, 2008).

The first half of the 19th century saw a growing industrial base and population growth of urban areas in the United States. To accommodate these changes, a movement for common schooling systems in the main cities throughout the United States began to take shape. These larger, more complex school systems called for more specialization among teachers and resulted in administrators having to take on more complex roles (Tracy, 1995). Superintendents who had traditionally traveled from school to school to conduct inspections of teachers and curriculum could no longer keep up with the dramatic growth of the public schools. It was at this time that a single teacher in each building was tasked with assuming administrative duties and was considered the "principal" teacher (Marzano et al., 2011). The principal teacher was required to possess both subject area knowledge and teaching skill expertise (Tracy, 1995) and took on the tasks of supervising teachers and curriculum. Blumberg (1985) noted that during the mid-1800's principal teachers began to focus on improving instructional practices by providing complex feedback to teachers. The superintendent's role transitioned into a role that included traveling from school to school as passionate advocates for more effective teaching practices (Blumberg, 1985).

During the mid-1800s the supervision of instruction was influenced by European educators such as Friedrich Froebel, Johann Pestalozzi, and Johan Herbart, as well as American philosopher John Dewey. Dewey proposed a more democratic purpose for schooling and instructional supervision of teachers based on student-centered and experience-based learning (Marzano et al., 2011). However, the second view of education arose from Frederick Taylor's scientific management principles. Edward Thorndike applied Taylor's scientific management principles to schooling and proposed a more factory-like approach. Thorndike's theories were used by Ellwood Cubberly and applied to school administration through data collection, measurement, and analysis to ensure that schools were operating as efficiently as possible (Cubberly, 1929). Advocates for the more scientific management of schools were primarily focused on the organization and efficiency of schools. In 1913, Franklin Bobbit released his supervision theory that reflected a business model where principals controlled and directed educational methods and rated teachers in a formal, scientific manner. Conversely, more democratic methods of supervision surfaced in the 1920s that involved cooperation between the principal and teacher to improve instruction. Collectively, these thought leaders with competing views issued in an era of tension between a teacher supervisory approach focused on social development and democratic principles versus the scientific management approach to schooling that required a greater focus on data collection and analysis (Marzano et al., 2011). During this competing views era, principal teachers often found themselves torn between supervising instruction from a pedagogical perspective based upon Dewey's child-centered and experienced-based philosophy and the scientific management approach to teaching and running efficient schools (Starratt, 2008). As a result, principal teachers juggled both methods to instructional supervision and evaluation into the first half of the 20th Century.

Following World War II, teacher supervision and evaluation began to shift from scientific approaches to more individualistic approaches. Melchoir (1950) discusses the importance of focusing on the relational aspects of supervision by having individual meetings with teachers. Matthew Whitehead (1952) surveyed teachers regarding their perceptions of the utility of teacher observation. Whitehead (1952) noted that effective classroom observation should include the principal remaining the entire period of instruction, following-up with a post-observation meeting with the teacher, and remembering that the goal of education is effective teaching. In the mid-1950s, Morris Cogan and Robert Anderson, professors in Harvard's Master's of Arts in Teaching, discovered an approach to evaluating teachers that consisted of face-to-face educational coaching and planning and their work issued in an era of clinical supervision. Robert Goldhammer refined Cogan's clinical supervision model with his 1969 book titled *Clinical Supervision: Special Methods for the Supervision of Teachers* (Goldhammer, 1969). While Cogan's clinical supervision approach was fixated on classroom behaviors, Goldhammer was far more interested in the holistic approach to teaching (Marzano et al., 2011). Goldhammer (1969) suggested a five-phase process that would result in supervisors and teachers engaging in a thoughtful dialogue as the means of conducting the clinical supervision. Goldhammer's (1969) steps included a preobservation conference, classroom observation, analysis, supervision conference, and analysis of the analysis. Goldhammer's clinical supervision process did not contain any specific characteristics of effective instruction. In 1973, Morris Cogan wrote the book *Clinical Supervision* further evolving the clinical supervision approach to instructional oversight and evaluation. Cogan (1973) suggested that supervisors look intently for critical incidents that would potentially interfere with learning. Cogan (1973) further emphasized the teacher evaluation process should be an avenue for the continuous improvement of teaching.

The dialogic clinical supervision approach to teacher evaluation offered by Cogan and Goldhammer became the defacto standard for how teachers would be evaluated (Marzano et al., 2011). However, Goldhammer's 5-step process for clinical supervision would be reduced to 3-steps: the pre-observation conference, the observation, and the post-observation conference. Ultimately, Cogan and Goldhammer's approach of clinical supervision was focused on positive relationships between supervisors and teachers, improving student learning, and a nonpunitive observation and review process.

In the 1980s, noted researcher Madeline Hunter adapted learning psychology research to effective teaching. Hunter (1984) proposed a seven-step framework titled The Hunter Model of Lesson Design, referred to as mastery teaching, and this model was frequently superimposed on the three-step clinical supervision process. Additionally, Hunter identified many needs to improve teacher evaluation and contributed ideas such as the need to create a common language of instruction, providing on-going professional development, and identifying various purposes for conferences (Marzano et al., 2011). Fehr (2002) suggests that Hunter's mastery teaching became an important component of teacher evaluation in many states. Marzano (2011) suggests that while clinical supervision was the process of teacher evaluation during this time, Hunter's mastery teaching was the foundational content of the pre-conference, observation, and post-conference.

The 1980's also saw the implementation of reflective models meant to develop teachers further, arguing against the hard-line approach to conducting clinical supervision of teachers. William Glatthorn's (1984) research on differentiated supervision concluded that a teacher's overall career goals should be taken into consideration. Glatthorn (1984) suggested that teachers

were professionals and deserved the opportunity to have input into their professional development. During this same time, McGreal (1983) suggested the use of various options for teachers that would be related to the individual teachers' needs. Newer teachers would receive a more prescriptive and comprehensive program of development while experienced teachers received a less prescriptive and more personalized approach (McGreal, 1983). Carl Glickman (1985) was a strong proponent of the concept that the overarching goal of a teacher evaluation systems should be to promote more effective teaching. Glickman, Gordon, & Ross-Gordon (1998) suggested a singular and integrated approach for public schools to supervising teachers while simultaneously accomplishing organizational goals.

During the 1980's the National Institute of Education financed a study from the Rand group to examine teacher evaluation practices in the United States. The RAND study was titled *Teacher Evaluation: A Study of Effective Practices* (Wise, Darling-Hammond, McLaughlin, & Bernstein, 1985), which indicated a growing interest in improving teacher supervision and evaluation processes across the country. Most of the literature on teacher evaluation prior to the RAND study addresses the reliability and validity of the instruments involved in teacher supervision and evaluation. However, the RAND study looked at the systems as a whole including the instruments, procedures, and organizational contexts to ensure effective implementation of teacher evaluation systems (Wise, et al., 1985). The study began by surveying 32 school districts that were identified as having well developed and implemented teacher evaluation practices. From the 32 districts surveyed, four were selected for in-depth research through a case study. The RAND study concluded that four primary issues existed with teacher evaluation systems: (1) principals lacked the competence to evaluate teachers properly, (2) teachers resisted feedback, (3) evaluation practices were inconsistent, and (4) evaluators

lacked proper training (Wise, et al., 1985). Four conclusions and twelve recommendations were identified as a result of the RAND study. The researchers concluded that "To succeed, a teacher evaluation system must suit the educational goals, management style, conception of teaching, and community values of the school district" (Wise et al., 1985, p. 66). Commitment from the leadership of the school, identifying the evaluation system's main purpose, and the utility of the system must be evident (Wise, et al., 1985). Some of RAND study's recommendations included ensuring the alignment of the evaluation system with its purpose, providing adequate training for evaluators, and involving teachers in the development and monitoring of the evaluation system (Wise, et al., 1985). As the decade of the 1980's came to a close, hardline clinical supervision shifted toward a focus on understanding the steps in the teaching process, differentiating supervision, considering teachers personalized needs, and an overall concern for the utility of teacher evaluation systems became a topic of concern.

In the 1990's, Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* issued in a new era of supervision and evaluation regarding the overall approach to effective classroom instruction. Danielson (1996) attempted to advance the concept of what constituted effective teaching by creating a language that would engage teachers and principals in meaningful conversation. Additionally, Danielson (1996) crafted her model to include four ratings of performance including unsatisfactory, basic, proficient, and distinguished. These classifications were a shift from previous approaches that simply marked behavior as satisfactory or unsatisfactory. Additionally, Danielson's research laid the groundwork for future models to include scoring rubrics with more distinct rating classifications.

From the beginning of the 21st Century to now, a shift in teacher supervision and evaluation has taken place. Before the 21st Century, teacher supervision and evaluation focused on teaching behavior, but after the turn of the Century, student achievement results became an integral part of teacher evaluation systems. With the enactment of No Child Left Behind in 2002 and Race To The Top in 2008 (Hursh, 2013), pressure mounted on public schools to implement teacher evaluation systems that focused on student achievement. Tucker and Stronge (2005) suggested that both classroom observations and student achievement gains should be integral parts of determining teacher effectiveness.

Common Models Today

As a result of recent education reform efforts such as No Child Left Behind and Race to the Top, a few teacher evaluation systems have become popular as they provide school districts with research-based solutions that ensure compliance with federal and state requirements. Goe, Bell, and Little (2008) suggest that certain methods of teacher evaluation are useful for determining a teacher's effectiveness such as classroom observation, principal observation, instructional artifacts, portfolios, teacher self-reporting measures, student surveys, and value-added models. The more common models in widespread use today include many of the components mentioned by Goe, Bell, and Little (2008). A review of the National Comprehensive Center for Teacher Quality database indicates that teacher evaluation policies and models vary among the states and this provides variance in the various models selected. However, many of the states include minimum requirements for teacher evaluation, and this requirement has led to a few models becoming more popular than others. For instance, the Danielson Framework for Teaching is in widespread use in states including Illinois, Arkansas,

Delaware, Idaho, Iowa, South Dakota, Florida, Washington, New Jersey, and Oklahoma. In addition to popularity among the states, the Danielson Framework for Teaching is the only teacher evaluation framework recommended for use in the New York City public school district. Other large school districts using the Danielson framework include Los Angeles and Pittsburgh. The Marzano Teacher Evaluation Model is also a common model in use today. Widespread use of the Marzano model includes states such as Arizona, Nebraska, Missouri, North Dakota, New Mexico, New York, Ohio, Oklahoma, New Jersey, Virginia, and Washington. Goe, Bell, and Little (2008) identify the importance of local contexts, “Deciding how teacher effectiveness should be measured is not necessarily the sole purview of policymakers, researchers, and bureaucrats. Given that teaching contexts vary widely, it is essential that local input is considered when decisions are made about what to prioritize in a composite measure of teacher effectiveness” (p. 48). As a means of accommodating local contexts, many states and school districts built and implemented their own teacher evaluation models. States such as Colorado, Georgia, Idaho, Indiana, Kentucky, Maryland, Massachusetts, North Carolina, Pennsylvania, Rhode Island and Tennessee have developed and implemented self-built models.

The Oklahoma Teacher and Leader Effectiveness Evaluation System

The State of Oklahoma, through the legislative process, required the State Board of Education to adopt a new statewide system for evaluation known as the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE), by December 15, 2011. According to Oklahoma Statute (Title 70, § 212-1), Oklahoma’s TLE evaluation system had to include five major components including a five-tier rating system with the rating options superior, highly effective, effective, needs improvement, and ineffective, an annual evaluation that provides

feedback to improve student learning outcomes, remediation plans and coaching for teachers rated as needs improvement or ineffective, and both a quantitative and qualitative component each equalling 50% of the teacher's rating. Moreover, the statute required the inclusion of an evidence-based qualitative assessment tool for the qualitative portion of the TLE.

Policymakers established the TLE Commission to identify the specific details of implementing Oklahoma's new teacher evaluation system. The TLE Commission was tasked with identifying acceptable solutions for accommodating the public school's requirement of using and evidence-based teacher evaluation assessment. Lawmakers did not require that school districts in Oklahoma implement a single teacher evaluation model. Rather, the TLE Commission identified three models that schools could use: (1) the Marzano Teacher Evaluation Model, (2) Danielson's Framework for Teaching, and (3) Tulsa Public Schools' Teacher Observation and Evaluation System. Instructional leaders would use the particular model selected by their respective district to conduct classroom observations and score each teacher's performance with the rubric.

Part II

Success of Teacher Evaluation Systems

This purpose of this section is to explore the implementation of teacher evaluation systems that have promoted more effective teaching, those that have not, and to consider the nuances of teacher evaluation systems within the career and technology education context. Research suggests that teacher evaluation systems have promoted more effective teaching in many common education classrooms for core academic subjects, but have not been as successful in promoting effective teaching in non-core subjects, such as career and technology education

(Jacques & Potemski, 2013). Additionally, Jacques and Potemski (2013) suggest that little guidance has been given to career and technical education regarding the effective implementation and use of teacher evaluation systems to promote more effective teaching.

Teacher Evaluation Systems That Have Promoted More Effective Teaching

Daley and Kim (2010) suggest that both the public and policymakers are calling for improved approaches toward teacher evaluation. This call includes promoting more effective teaching, increasing student achievement and requiring more accountability for teachers. To accomplish these goals, Daley and Kim (2010) suggest the use of multiple measures of teacher effectiveness with data gathered in a systematic way. Two evaluation systems that have been successful in promoting more effective teaching include the System for Teaching and Student Advancement (TAP), and Cincinnati's Teacher Evaluation System (TES).

The National Institute for Excellence in Teaching manages the Milken Family Foundation, which developed The System for Teacher and Student Advancement (TAP). TAP is being used by over 7,500 teachers and 85,00 students nationwide, and it has a ten-year track record of promoting more effective teaching (Agam, Reifsneider, & Wardell, 2006; Agam & Wardell, 2007; Schacter & Thum, 2004; Schiff, 2003; Solmon, White, Cohen & Woo, 2007). According to Daley & Kim (2010), the key to TAP's success is four key elements designed to improve teacher effectiveness and job satisfaction. The elements include multiple career paths, regular application of professional development, classroom observations that are focused on instructional improvement, and a compensation system that rewards student achievement growth (Daley & Kim, 2010). The TAP system includes two types of performance measures, a

qualitative component that focuses on the behaviors of teachers, and a quantitative component that is focused on student achievement outcomes.

TAP's qualitative component includes the use of classroom observations conducted by a principal and a mentor teacher. The principal and mentor teacher use an evaluation rubric that was created by a set of research-based standards proven to promote more effective teaching. The TAP observation rubric identifies what effective teaching should look like within four domains: designing and planning instruction, classroom learning environments, instruction, and teaching responsibilities (Daley & Kim, 2010). The observation and evaluation rubric includes a rating scale for scoring a teacher's proficiency. This scale includes a range from 1-5 with a score of 1 being unsatisfactory performance, a 3 representing proficiency, and 5 indicating excellence. According to Daley and Kim (2010), the TAP system requires four to six observations per year including both announced and unannounced classroom visits, and these observations along with the rating scales result in a wide distribution of teacher performance ratings. TAP evaluators are provided with extensive professional development through video calibration training because the TAP system considers validity and reliability to be fundamental components in the effectiveness of the teacher evaluation system (Daley & Kim, 2010).

TAP's quantitative component focuses on the use of value-added outcomes related to student achievement gains on annual standardized tests. Daley & Kim (2010) suggest that value-added assessment "is a method for measuring the contribution of teachers or schools to the growth in academic achievement of their students during a school year" (p. 13). In essence, value-added modeling compares a student's current test score with the previous years' score to determine a student's academic attainment or growth for that year.

Daley & Kim (2010) examined both the qualitative and quantitative scores for teachers in TAP schools from 2006-2007 and 2007-2008 to determine the relationship between effective teaching, as scored on the evaluation rubric, and student achievement outcomes presented through the value-added modeling calculations. As a result, they studied 1,432 teachers from 104 different schools in 10 states. Daley & Kim's analyses indicated a strong relationship between the teacher's classroom observation score and the value-added indicators of student learning. Using a simple regression model, Daley and Kim (2010) found that for every point that a teacher's qualitative score increased, the value-added score improves on average by more than half a point. Ultimately, they concluded that when teachers demonstrated a higher level of proficiency, related to effective teaching practices, their students demonstrated higher academic growth (Daley & Kim, 2010). Daley & Kim's (2010) findings include four conclusions from their examination of TAP teacher evaluation system:

1. TAP evaluation scores are not all skewed at the top of the scale as in a typical district evaluation system, but reveal a spectrum of teacher performance that better matches what we know about the real-world distribution of teacher effectiveness.
2. Classroom evaluation scores and value-added scores are well-aligned, and the analyses conducted confirm that observed instructional quality predicts student learning gains. In TAP schools, teachers with high value-added performance tend to be those who demonstrate a high level of instructional quality.
3. There is a TAP school-wide effect on performance that is different from the sum of the teacher effects.
4. The evidence shows growth over time in the quality and effectiveness of

teaching in TAP schools, both through the improvement of individual teachers on demonstrated effectiveness and through retaining more effective teachers to continue teaching in the school (pg. 39-40).

Daley and Kim's review of the TAP teacher evaluation system indicates that a well-designed and implemented teacher evaluation system can promote more effective teaching and subsequently raise student achievement outcomes.

In 2001 school year, the Cincinnati public school district launched a new Teacher Evaluation System (TES). This teacher evaluation system used a practice-based approach including multiple classroom observations by trained administrators and peer teachers. TES's observation instrument was based largely on Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. Taylor and Tyler (2012) studied Cincinnati's use of TES with mid-career teachers for an entire school year. Taylor and Tyler (2012) found that "student math achievement scores were 0.09 standard deviations higher for teachers whose overall evaluation score was 1 standard deviation higher" (p. 81). Taylor and Tyler (2012) thus concluded that TES provided feedback to teachers that aligned with improving student achievement outcomes. A possible reason for their professional growth is that when teachers are given accurate information about their teaching performance, they gain new knowledge and develop new skills (Taylor & Tyler, 2012). Additionally, Taylor and Tyler (2012) found evidence that teachers participating in the TES program became more effective over the course of that school year. On average, the students of teachers involved in the TES program scored 0.05 standard deviations higher on end-of-year math tests compared with previous years (Taylor & Tyler, 2012). Furthermore, these gains continued over time as Taylor and Tyler (2012)

estimated that the participating teacher's students score 0.11 standard deviations higher in years following participation in the TES program.

Evidence suggests that some teacher evaluation systems have promoted more effective teaching in public schools. Examples of systems being implemented nationwide, such as TAP, and solutions restricted to a large urban school district, such as Cincinnati's TES, have offered evidence of success. Analyses of the research for both of these teacher evaluation systems have highlighted the fact that meaningful and specific qualitative feedback based upon researched-based instructional practices may improve teaching performance and subsequently raise student achievement. Daley and Kim (2010) suggest "that a well-designed system can be objective, rigorous, differentiated, multidimensional, linked to student learning and supportive of teacher improvement" (p. 40). Taylor and Tyler (2012) state, "In short, there are good reasons to expect that well-designed teacher-evaluation programs could have a direct and lasting effect on individual teacher performance" (p. 79).

Teacher Evaluation Systems That Have Not Promoted More Effective Teaching

The purpose of this section is to provide insight into teacher evaluation systems that have not been successful in promoting more effective teaching. Darling-Hammond, Beardsley, Haertel, and Rothstein (2012) suggest that the consensus among policymakers, researchers, and practitioners is that teacher evaluation systems often do not promote more effective teaching nor do they provide school districts with the adequate information for making personnel decisions. Peterson (2000) suggests that "seventy years of empirical research on teacher evaluation shows that current practices do not improve teachers or accurately tell what happens in classrooms" (p. 14). Research also suggests that teacher evaluation systems are widely ineffective because of the

failure of schools to appraise instructional performance precisely or to move on this knowledge in purposeful ways (Weisberg, Sexton, Mulhern, Keeling, Schunk, Palcisco, & Morgan, 2009). Concerns about the effectiveness of teacher evaluation systems include the validity and reliability of qualitative and quantitative measures, the inability to distinguish different levels of performance among teachers (the widget effect), the controversial inclusion of value-added modeling, and the failure of teacher evaluation systems to accurately review teachers in non-tested grades and subjects.

Modern teacher evaluation systems typically include a qualitative component where instructional leaders observe teachers in their classrooms and score their performance against pre-defined criteria related to successful teaching practices. Research suggests that these practices are mostly ineffective as they are based on two or fewer observations per year and last sixty minutes or less (Weisberg et al., 2009). Additionally, modern teacher evaluation systems often include a quantitative component including some form of student achievement data to examine teacher contributions for student learning. Since the enactment of *No Child Left Behind* in 2001, policy makers have increasingly framed teacher effectiveness as the ability to produce gains in student achievement as measured by gains on standardized test scores (Goe, Bell, & Little, 2008). Value-added models have become a popular way for teacher evaluation systems to measure student learning gains during a school year in tested grades and subjects (Darling-Hammond et al., 2012). Value-added is purported to be a statistical modeling enabling isolation of the effect that a single teacher has on student achievement (Hinchey, 2010). However, value-added models are controversial, and measuring teacher effectiveness on student test scores is problematic as it may suggest that learning arises solely from the action of a teacher. Fenstermacher and Richardson (2005) offer the following concern:

If we presuppose a blank, receptive mind, encased within a compliant and passive learner, then we need travel only a very short logical distance to infer that teaching produces learning, and hence that what teachers do determines whether students learn. In the passive recipient view, it makes some sense to think of successful teaching arising solely from the actions of a teacher. That is, learning on the part of the student is indeed a direct result of actions by a teacher. Yet we all know that learners are not passive receptors of information directed at them. Learning does not arise solely on the basis of teacher activity. Assuming that the formulation offered above has merit, then it follows that success at learning requires a combination of circumstances well beyond the actions of a teacher (p. 190-191).

While value-added modeling is becoming a more popular means of analyzing teacher performance in tested grades and subjects, which represent 25% of public school teachers, this modeling process excludes 75% of public school teachers who teach in non-tested grades and subjects (Goe, 2010). In Georgia, “teachers in tested grades and subjects will have 30% of their evaluation based on observations, 50% based on value-added scores, 10% based on student achievement gap reduction, and 10% based on other quantitative measures (Georgia Department of Education, 2010, p. 99-100). However, Georgia teachers in non-tested grades and subjects will have 60% of their evaluations based on observations, and 40% based on other quantitative measures. Therefore, value-added modeling may not be a quantitative solution for the majority of public school teachers. In Georgia and other states, some teachers in the same building may have a significant portion of their evaluation come from student test scores while others may not. Further, some states are considering the creation of summative student assessments for including a value-added component for the evaluation of teachers in non-tested grades and subjects.

However, there are many concerns with using summative assessments in non-tested grades and subjects such as a lack of resources and standards and varied course-taking patterns (Buckley & Marion, 2011).

Weisberg et al. (2009) researched the use of teacher evaluation systems in twelve districts spanning four states (Arkansas, Colorado, Illinois, and Ohio). Their research included survey feedback from roughly 15,000 teachers, 1,300 school administrators and more than 80 policymakers, teachers' union leadership, and state education officials. In the school districts where a binary rating system ("satisfactory" or "unsatisfactory") was used, 99% of the teachers received a "satisfactory rating." Fifty-nine percent of the teachers and 63% of administrators suggested that their districts were not doing enough to classify and promote the most effective teachers (Weisberg et al., 2009). Weisberg et al. (2009) found that 73% of teachers did not receive any identifiable areas for development, and for those teachers that did, 45% said they did not receive useful professional development. Additionally, 81% of administrators and 57% of teachers indicated that a tenured teacher was ineffective, with 43% of teachers saying a tenured teacher should be dismissed for poor performance (Weisberg et al., 2009). One year of snapshot data indicated that for the Denver schools that did not make adequate yearly progress, more than 98% of their tenured teachers received the highest rating. Furthermore, during the 2007-2008 school year, less than 10% of Rockford's failing schools rated a tenured teacher as unsatisfactory (Weisberg et al., 2009).

Teacher Evaluation in Career and Technology Education

Teacher evaluation in Career and Technology Education (CTE) poses many challenges due to CTE's varied contexts which may differ substantially from the traditional common

education classroom (McCaslin, & Parks, 2002). CTE teachers typically prepare students for success in narrowly focused and specific occupations through a hands-on, competency-based educational model (Threeton, 2007). CTE teachers are charged with ensuring that students continually demonstrate mastery of specific tasks (Doolittle & Camp, 1999). The Center on Great Teachers and Leaders Center conducted research looking for themes in state-level evaluation policies for CTE teachers. To accomplish this task, Jacques & Potemski (2013) searched the Databases of State Teacher and Principal Evaluation Policies and various other publicly available documents. Jacques & Potemski (2013) found that most states had not specifically addressed CTE teachers within their teacher evaluation policies, but present a wide-ranging rule that teacher evaluation systems must include all certified teachers. As a result, if a CTE teacher holds a state teaching certificate and fits the definition of “teacher,” he/she is subsumed into the evaluation system (Jacques & Potemski, 2013). Some states include degrees of flexibility so that districts may conduct teacher evaluation in different ways for different types of teachers. However, according to Jacques & Potemski (2013), no states offer direction or guidance for differentiating teacher evaluation processes or instruments for CTE teachers. Typically, for teacher evaluation purposes, CTE teachers are classified as teachers of non-tested grades and subjects and are treated in the same manner as the majority of secondary teachers (Jacques & Potemski, 2013). Jacques & Potemski (2013) suggest that States should reconsider the role of CTE teachers and modify the evaluation systems to capture CTE teachers’ real and particular contributions. Otherwise, the CTE teacher evaluation process may not offer the type of feedback and support CTE teachers need to improve (Jacques & Potemski, 2013). Additionally, McCaslin, & Parks (2002) suggest that States include input from CTE teacher and

administrators to ensure that the teacher evaluation system accurately reflects effective teaching practices in the CTE context.

Upon exploring teacher evaluation systems across the country, it is evident that in some cases they have managed to promote more effective teaching and in other cases they have not. Additionally, contemporary teacher evaluation models include a quantitative component related to student achievement growth measured by state tests. This approach is possible for teachers in grades and subjects with required testing. However, a majority of public school teachers reside in non-tested grades and subjects. CTE teachers operate in a unique instructional context that is not being accommodated by either the qualitative or quantitative components of contemporary teacher evaluation systems. As a result, CTE teachers may not take teacher evaluation seriously or have any expectation that the process will help them to improve.

Theoretical Framework

One possible reason why teacher evaluation systems have not promoted more effective teaching in some technology center classrooms is that the skills/competencies of successful teaching in technology center classrooms may differ from skills/competencies measured on the TLE. According to a report by the Center for Innovative Technology (2010), a comprehensive teacher evaluation program has the potential to influence teacher performance and, ultimately, student achievement positively. However, for this tool to be effective, it must create a common language that defines and outlines specific behaviors/attitudes/skills that are valued by teachers for enhancing student outcomes (Center for Innovative Technology, 2010). It is possible that the skills and competencies outlined in TLE do not align with skills and competencies that teachers in technology centers value. The result from using an instrument that

may not align with teacher perceptions of successful performance in their particular context may be that teachers remain frustrated when the instrument used for evaluation of their performance does not align with performance behaviors that lead to student success in their particular contexts. A theoretical framework that may address this issue is the Expectancy-Value Theory. Expectancy-Value theory states that behavior is a function of the interaction between a person's expectancies about the outcomes of actions and the values they place on those outcomes (Palmgreen, 1984). In other words, individuals will choose a behavior that has the highest likelihood of expected success (Eccles, 2009). This theoretical framework has utility for explaining teacher perceptions of the influence of the TLE on teaching practices in CareerTech classrooms because it provides a lens to understand teacher behavior based upon expectations placed upon that teacher as outlined in the TLE.

The History of Expectancy-Value Theory

Expectancy-Value Theory has its roots from Lewin and colleagues' (1944) research regarding human aspiration. Lewin, Dembo, Festinger, and Sears (1944) studied the nature of human motivation from a cognitive perspective and developed a construct termed the Level of Aspiration. Lewin et al. (1944) found that people changed their aspirations related to specific behaviors based upon the number of times they attempted tasks and the value they placed on successfully completing the task. Flake, Barron, Hulleman, McCoach, and Welsh, (2015) suggest that while Lewin's Level of Aspiration provided a basis for Expectancy-Value Theory, a more practical, real-world application of aspiration was needed to explain human choices and behavior. John Atkinson (1957) extended Lewin's Level of Aspiration research to specifically address achievement behavior. Atkinson's (1957) work led to the initial Expectancy-Value Theory. The Expectancy-Value Theory has been a prominent view on achievement motivation

since the development of the theory in 1957. Atkinson was a psychologist and developed the Expectancy-Value Theory in 1950's and 1960's while researching human motivation as a member of the faculty at the University of Michigan. He initiated an achievement motivation theory that combined needs, expectancies, and values into a unified theoretical framework. He believed that behavior was an activity that involved motives, the probability of success (one's belief about the likelihood of success), and incentive value (one's pride in accomplishment) (Atkinson, 1957). Atkinson (1957) advanced the field of human motivation by differentiating between the beliefs about being able to do the task (probability and expectancy of success) and the beliefs about the importance, value, and desire to do the task (motives, incentive value). Atkinson (1957) initially defined expectancies as a person's prospect that his/her individual performance will result in failure or success, and he defined value as the related appeal with succeeding or failing at a task. Atkinson (1957) suggests that a person's motivation to perform a task is dependent upon their expectancies for success and the value they place on succeeding at the task.

Wigfield and Eccles (2000) further refined the Expectancy-Value Theory by including the work of other motivation theorists such as Battle (1965), Bandura (1997), Weiner (1985), and Covington (1992). Wigfield and Eccles (2000) added to Atkinson's work by taking into consideration both social and psychological influences on human choices related to the value of engaging in tasks and the likelihood of success. The contemporary view of the Expectancy-Value Theory attempts to explain the choices people make regarding achievement tasks, the degree of which they persistently carry out those tasks, and the intensity of which they carry them out and perform them (Eccels, Wigfield, & Schiefele, 1998). In the Expectancy-Value Theory, both expectancies and values play a major role in predicting an individual's future

decisions, engagement, persistence, and achievement. According to the Expectancy-Value Theory, motivation depends on an individual's retention of positive expectancies and values. Ability beliefs are defined as the individual's perception of his or her current competence at a given activity. Ability beliefs thus are distinguished conceptually from expectancies for success, with ability beliefs focused on present capacity and expectancies focused on the future (Wigfield & Eccles, 2000).

Major Variables and Diagram

Expectancy-value Theory is a function of two requisite variables: expectancy (ability) and value (benefit) (Plante, Okeefe, & Theoret, 2013). Expectancy is a person's belief that he/she can be successful in the given task. It is an individual's judgment of his/her own capabilities. Expectancy answers the question, "Can I do the task?" Value is a person's belief that there are direct or indirect benefits in performing the task. Value represents an individual's beliefs about the importance of something or the reasons that he/she may engage in the task. Value answers the question, "Do I want to do this and why?" Wigfield and Eccles (2000) expanded on Atkinson's (1957) original work by applying Expectancy-Value Theory to an educational context. Wigfield and Eccles (2000) developed the following model to express their research findings related to the Expectancy-Value Theory and its application to an educational context. This model, presented in Figure 1, was conceived as a direct result of studying adolescent achievement motivation associated with mathematics courses. Wigfield and Eccles (2000) clearly indicate that both student expectancies and subjective task values influence a student's achievement-related choices and overall performance.

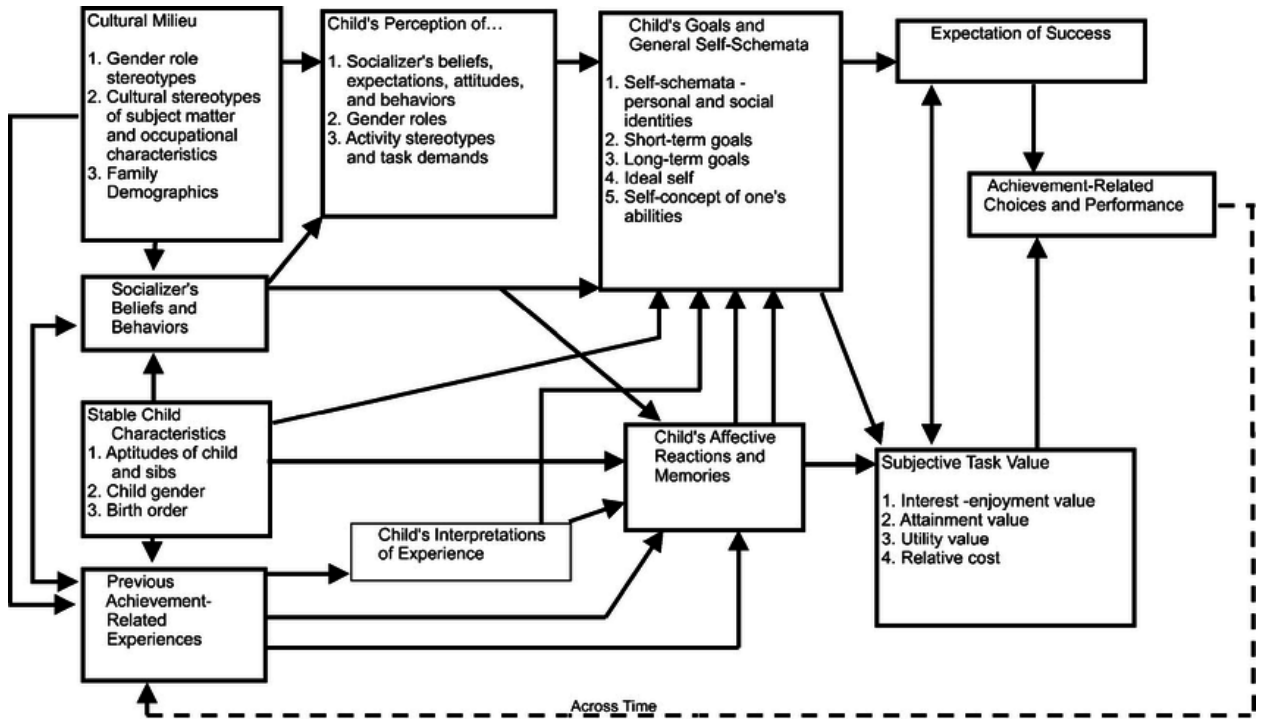


Figure 1. Expectancy-Value model of achievement motivation. (Source: Wigfield, & Eccles, 2000, p. 69)

The social cognitive variables identified in the model appear to influence the student's perceptions regarding their expectations of success, the value they place on any given task, and ultimately, their achievement motivation (Wigfield & Eccles, 2000). Pintrich and Schunk (2002) offer a simplified version of Wigfield and Eccels' model as seen in Figure 2.

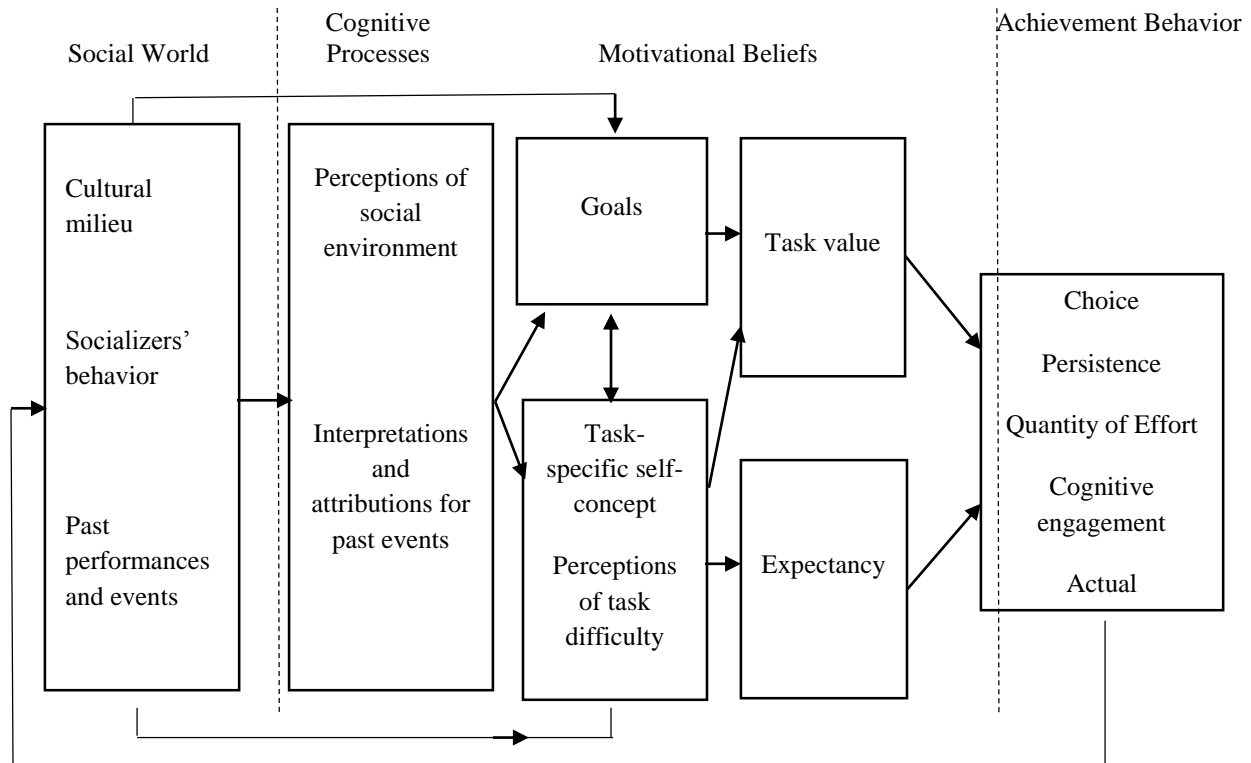


Figure 2. Simplified version of the social expectancy-value model by Eccles and Wigfield and their colleagues (Source: Pintrich & Schunk, 2002, p. 61)

Pintrich and Schunk (2002) suggest that a person's perceptions related to achievement behavior can be classified into three distinct categories, the social world, cognitive processes, and motivational beliefs. These perceptions are formed and often influence a person's decision-making and subsequent actions. In essence, Pintrich and Schunk (2002) suggest that expectancies and values are a direct result of the interactions between external forces in the social world and an individuals' motivational beliefs. Task values are measured by the usefulness of the task and expectancies are measured by an individuals' belief that they can do successfully perform the task (Pintrich & Schunk, 2002). For the purposes of this study, the model developed by Pintrich and Schunk (2002) will be utilized as the theoretical framework.

Expectancy-Value Theory and CareerTech Teachers' Perception of the TLE

Expectancy-Value Theory offers a lens for understanding an individual's' achievement motivation. When considering the topic of teacher evaluation systems and their goal of promoting more effective teaching in public schools, exploring teachers' perception of the teacher evaluation systems may provide stakeholders with useful insight into teachers' motivation. A teachers' expectation for success and the value that he/she places upon the tasks associated with the teacher evaluation process may indicate whether or not the teacher embraces the teacher evaluation system and if it will ultimately assist him/her in becoming a more effective teacher. Wise, Darling-Hammond, McLaughlin, and Bernstein (1985) performed a comprehensive review of teacher evaluation systems for the National Institute of Education. This study is known as the RAND case study. It consisted of analyzing both teacher evaluation system instruments and processes of 32 school districts identified as having sophisticated teacher evaluation systems. Several key findings were identified, one of which suggested that to improve teaching performance, the school must enlist the cooperation of each teacher and motivate him or her to improve (Wise et al., 1985). The Rand (Wise et al., 1985) study highlighted the need for teacher evaluation systems to motivate teachers to improve. This study suggests that motivational theories, such as the Expectancy-Value Theory, are a plausible way to explore the effectiveness of evaluation systems. Additionally, the Expectancy-Value Theory explicitly identifies task values as a motivating factor for individuals. Wise et al. (1985) suggest that utility is a key component of teacher evaluation system's success and that effective use of an evaluation tool requires accurately measuring a teacher's competence in order to achieve beneficial outcomes. It may be that the utility of the teacher evaluation system aligns with the task values teachers place upon the evaluation process. If the TLE does not accurately and

reliably measure a CareerTech teacher's performance, the value the teachers place upon the system and their expectations for success may suffer. Ultimately, this may negatively impact the TLE's ability to promote more effective teaching in CareerTech classrooms. The RAND study also indicates that a teacher evaluation system must match the "educational goals, style, conception of teaching, and community values of the school district" (Wise et al., 1985, p. 66). Considering that the TLE was created to promote more effective teaching in traditional common education classrooms, the evaluation rubric may not match the CareerTech educational goals, values, and style of teaching. Thus, the implementation of the TLE in CareerTech classrooms could be in conflict with the recommendations of the RAND study and could lower the expectancies and task values CareerTech teachers place upon the TLE. Therefore, Expectancy-Value theory may prove to be an effective theoretical framework for explaining the findings in this study.

Summary

This chapter provided an overview of the literature related to the use of teacher evaluation in the United States. It began with the history of teacher evaluation leading up to the common models in use today, including the utilization of the Teacher and Leader Effectiveness (TLE) Evaluation System in Oklahoma. Chapter II then explored teacher evaluation systems that have promoted more effective teaching and those that have not. Next, the nuances of teacher evaluation in CareerTech were explored including the varied contexts found within CareerTech educational settings. Finally, the Expectancy-Value Theory was considered as a lens by which to explain the perceptions of CareerTech teachers and their experiences with teacher evaluation.

CHAPTER III

METHODOLOGY

Introduction

This chapter discusses the research design and methodology for this study. The goal of the qualitative case study was to explore technology center teachers' perceptions of the teacher and leader effectiveness evaluation system and its representation of quality instruction in CareerTech classrooms. Because of recent legislation passed in Oklahoma, technology center school districts are implementing a new teacher evaluation system making the exploration of this topic both relevant and intriguing. Many stakeholders such as students, parents, and employers are affected by CareerTech's ability to provide effective teaching in their classrooms. CareerTech teacher evaluation systems may impact the effectiveness of technology center teachers, and my intention was to explore CareerTech teachers' perceptions of the alignment of the TLE with effective teaching practices in the CareerTech context.

The purpose of this chapter is to illustrate the components of the research design and methodology applied to exploring the perceptions of teacher evaluations in technology center classrooms in a CareerTech center in the State of Oklahoma. An explanation of the research design that was used is provided including a discussion of the research philosophy, a summary of the research questions, a description of the research methodology, identification of the data

collection procedures, identification of the data analysis techniques, along with the limitations of the study.

Philosophical Foundation

Guba and Lincoln (1994) in discussing legitimate inquiry, suggest that researchers answer three primary questions: first, the ontological question, “What is the structure and essence of reality?”; secondly, the epistemological question, “What is the essence of the relationship between the inquirer and what can be known?” Lastly, the methodological question addresses “How can the researcher discover what can be known?” This study held to a postpositivist ontology with underpinnings in relativism in that all viewpoints were equally valid and that truth was relative to the individual.

The epistemological philosophy of social constructivism was the foundational perspective that guided this study. The fundamental precept of social constructivism is that facts of existence are socially and culturally constructed and that research should attempt to explain common occurrences from a context-specific point of view that is value-bound (Lincoln & Guba, 1985). Social constructivism accentuates the importance of context in explaining what occurs in society and constructing knowledge based on this understanding (Derry, 1999). Kim (2001) suggests that social constructivism is based upon beliefs about knowledge, reality, and learning. Knowledge is attained as individuals establish meaning through social interactions within an environment, reality fails to exist absent social interaction, and learning is viewed as a social process (Kim, 2001).

Research Questions

The purpose of this qualitative case study was to explore the perceptions of teachers who are teaching in technology center classrooms of the necessary skills, competencies, and abilities

of technology teachers to facilitate student success in the technology center context. These findings were compared to competencies outlined in the TLE to determine if the teacher perceptions of skills and competencies in technology center classrooms aligned with the competencies outlined on the TLE. This study also sought to understand CareerTech teacher perceptions of the utility of the TLE for measuring teacher performance in the CareerTech context. Findings from this study will help to inform educational leaders in technology centers and policy makers of teacher perceptions of alignment or misalignment of the TLE for measuring teacher performance in this technology center for meeting student outcome goals.

The following research questions guided this study:

Overarching Question:

What are Oklahoma's technology center teachers' perceptions of the TLE in a technology center classroom?

Sub-questions

1. What are technology center teachers' perceptions about how the TLE aligns with quality instructional practices in CareerTech classrooms?
2. What are technology center teachers' perceptions about the use of the TLE for enhancing teaching practices in the CareerTech context?
3. What are technology center teachers' perceptions about their ability to successfully implement the expected teaching behaviors of the TLE in a technology center classroom?
4. How does Expectancy-Value Theory explain the above?

5. How do technology center teachers define effective teaching?
6. What skills/competencies do these teachers believe should be measured on a teacher evaluation in a technology center classroom?

Research Methodology

A qualitative case study research methodology was used in this study because it was consistent with the research purpose, research problem, and the research questions. A qualitative study was utilized because of the nature of the educational setting and the desire to gain a better understanding of the technology center teachers' perceptions and lived experiences. Baxter and Jack (2008) identify the importance and need for using qualitative research methods when a true picture of reality cannot be uncovered without including the context within which sense-making occurs. The nature of the research problem for this study required that the contextual complexities be taken into consideration. According to Yin (2003), a case study design should be considered when the focus of the study is to answer "how" and "why" questions, when the researcher cannot manipulate the behavior of those involved, when the researcher wants to cover contextual conditions, or the boundaries are not clear between the phenomenon and context. Additionally, Stake (1995) suggests that a case study is desirable when seeking to capture the complexity of a single case. Since the purpose of this study was to explore the perceptions of technology center teachers, a single case was identified as the most useful way to uncover perceptions, lived experiences, and contextual complexities.

The scope of the case needed to be considered due to the qualitative approach and the desire to capture thick, rich description of teachers' perceptions within their instructional context. A desire to refine the study to a single technology center district and building surfaced as the best approach to exploring technology center teachers' perceptions within a defined contextual

environment. Stake (1995) suggests placing boundaries on a case to bring a clear focus to the research. There are many ways to bind a case study including, time and location (Creswell, 2013); time and activity (Stake, 1995); and by definition and context (Miles & Huberman, 1994). The case identified in this study, a single building at a technology center in the State of Oklahoma, was bound by geographic location, activity, and context.

Research Site

The State of Oklahoma has 29 technology center districts that provide CareerTech programs to secondary and postsecondary students. Secondary students attend the technology center for half a day, and postsecondary students may attend half a day or all day. Due to the fact that technology centers in Oklahoma provide coursework for secondary students, teachers are required to be certified by the Oklahoma State Department of Education to teach secondary students and be evaluated each year with the TLE. Because the nature of this study was to explore CareerTech teachers' perceptions of the TLE, a single technology center district was selected.

This qualitative case study was bound to participants in a single technology center district to explore the perceptions and lived experiences of those teachers being evaluated with the TLE. Alpha Technology Center was selected for the bounded case study. Alpha Technology Center has a districtwide enrollment of 667 students including 479 secondary students, and 188 postsecondary students. The student demographics of Alpha Technology Center included a population that is 84.2% Caucasian, 4.4% African-American, 0.4% Asian, and 5.9% Hispanic. Of the 667 secondary students, 21.1% were classified as economically disadvantaged. Alpha Technology Center has 19 teachers and two instructional leaders. All teachers had secondary

students in their classrooms and were required by law to be evaluated by the TLE. The two instructional leaders were trained and certified to perform teacher evaluations using the TLE.

Participants

A goal of this study was to interview a representative sample of teachers at Alpha Technology Center who were being evaluated by the TLE. A representative sample, a type of purposeful sampling, was used for this study and consisted of nine participants, seven teachers and two administrators. The participants for the study included teachers from seven different instructional content areas, and six different teacher certification types with three different teacher certification classifications. Five of the participants were female, and four were male. Patton (2015) suggests that purposeful sampling is a common case study methodology for yielding the most information about a particular phenomenon. Maxwell (2005) suggests purposeful selection as a strategy where “particular settings, persons or activities are selected deliberately in order to provide information that can’t be gotten as well from other choices” (p. 88). Selecting the teachers and administrators to be interviewed for this study was purposeful, as they are the teachers and administrators at Alpha Technology Center currently using the TLE evaluation system.

Data Collection

Yin (2003) suggests that a carefully designed case study benefits from having multiple sources of evidence. In a case study, it is important to converge data sources to ensure results that reflect the participants’ understandings (Yin, 2009). In qualitative research, semi-structured interviews are usually the primary source of data collected (Di-Cicco-Bloom & Crabtree, 2006). Prior to any data collection, approval to conduct the research was granted from the Oklahoma State University Institutional Review Board (Appendix A). Permission to conduct the study was

granted from the technology center district and participants were invited to volunteer to participate. Prior to participating in the study participants were asked to sign an approved informed consent form (Appendix B). For this case study, data collection methods included semi-structured interviews with teachers and administrators, as well as performing document analysis, and observations. Patton and Appelbaum (2003) indicate that "the ultimate goal of the case study is to uncover patterns, determine meanings, construct conclusions and build theory" (p.67). Data analysis techniques used in this study included the constant comparative method. Data was triangulated through qualitative research coding techniques to ensure a sufficient level of data saturation was reached for the creation of relevant themes.

Document analysis and observations provided evidence to inform this study. The TLE rubric was reviewed to determine the skills and competencies being used to evaluate the technology center teachers' performance. The TLE rubric contained five distinct domains: Classroom and Lab Management, Instructional Effectiveness, Professional Growth and Continuous Improvement, Interpersonal Skills, and Leadership. Each of the domains included specific dimensions that defined twenty different dimensions. Each of the twenty dimensions included a five-tier rating scale ranging from ineffective (1) to superior (5). The TLE evaluation rubric included the specific skills and competencies that were meant to express what effective teaching is supposed to be in a technology center context.

Interviews

Nine interviews were conducted including seven teachers and two administrators. The selection criteria were based upon on CareerTech teachers being certified by the State Department of Education to teach secondary students and having been evaluated by the TLE for a minimum of one year. The selection criteria for administrators included being certified by the

State Department of Education as a Principal, having completed TLE teacher evaluation training, and having evaluated teachers with the TLE for a minimum of one year. These interviews lasted approximately 45 minutes in length and included a list of semi-structured, open-ended questions. Responses were recorded with the iTalk application on a laptop. All interviews were completely transcribed in a Word document. The interviews provided the participants with an opportunity to voice their lived experiences and opinions about teacher evaluation at Alpha Technology Center. The interviews were conducted at a time and in a location that is convenient to each participant. The interview protocol is provided in Appendix A.

Data Analysis

Upon completion of the interviews and document analysis, the process of analyzing the data began. The participant interviews were recorded using the iTalk software application. This study used the data analysis and coding techniques suggested by Creswell (2013). Creswell (2013) identifies a six steps process for conducting data analysis:

Step 1: Organizing and preparing the data for analysis (p. 185). Interviews from the iTalk application were fully transcribed into a Word document.

Step 2: Read through the data (p.185). Data were reviewed to get an overall perspective of the thoughts and ideas presented by the participants.

Step 3: Begin a detailed analysis by coding the data (p. 186). Data were grouped into themes and labeled with terms used by participants.

Step 4: Use the coding process to create a description of the setting and people (p. 189). This step was used to create descriptions for this bounded case.

Step 5: Identify how the descriptions of the themes will be represented (p. 189). The emerging themes were used to create narratives.

Step 6: Interpret the meaning of the data (p. 189). Participant perceptions are conveyed. The data collected during the participant interviews were compared to and contrasted with both the document analysis and observation to offer triangulation of the data and provide themes. As Hartley (2004) suggested the data triangulation efforts were an iterative process that strengthened the themes generated from the empirical evidence.

Limitations of the Study

This study includes limitations that are common limitations of qualitative research methodologies. Due to the nature of qualitative research, the inherent subjectivity and bias of the researcher must be accounted for throughout the entire data collection and analysis process. The data collection process will largely depend upon interviewees and what they are willing to share. Additionally, the information was limited to the interviewee's perspectives and lived experiences. Because qualitative samples are restricted, and context strongly influences findings in qualitative work, findings from qualitative studies are not generalizable to larger populations (Creswell, 2013). However, generalization is not a goal of the study. Rather, the goal will be to use thick, rich description to generate an understanding of teachers' perceptions of the TLE in this particular technology center. An important distinction between qualitative and quantitative research is the role the researcher plays in the process. The primary instrument for data collection and analysis is the researcher himself (Merriam, 1998). As a district-level administrator of a technology center in Oklahoma, I have experience with the implementation of the TLE. Therefore, I must recognize and acknowledge my own biases and views. To mitigate my influence on the study, I must neutralize my biases by stating them precisely. In my current role as a district-level administrator, I have experienced interactions with CareerTech teachers and administrators at a technology center in Oklahoma that suggest the TLE is not an instrument

that promotes more effective teaching in CareerTech classrooms. Despite previous interactions, I was intentional about listening to the voices of the participants in this study so that findings represent their perspectives rather than my own.

Summary

This study explored technology center teachers' perceptions of the teacher and leader effectiveness evaluation system and its representation of quality instruction in CareerTech classrooms. This study provided an understanding of technology center teacher perceptions of the influence of the Teacher and Leader Effectiveness Evaluation System on their teaching practices. This understanding may help to inform educational leaders and policy makers concerning the usefulness of the TLE instrument in the CareerTech setting for instructional improvement. Policymakers, state education governing boards in Oklahoma, Superintendents, and instructional leaders may benefit from this study as it may lead to more informed evaluation systems in technology centers.

Chapter III included a description of the methodology used in the study. The study population, sampling techniques, data collection, and analysis techniques were outlined. Limitations of the study were offered. Reliability of findings were addressed by implementing various data triangulation strategies to promote credibility and dependability.

CHAPTER IV

FINDINGS

Introduction

For this study, a qualitative research methodology was used to capture teacher perceptions of the lived experiences and contextual complexities of teacher evaluation in an Oklahoma technology center. According to Yin (2003), a case study design should be considered when the researcher cannot manipulate the behavior of those involved, and when the researcher wants to cover contextual conditions or the boundaries are not clear between the phenomenon and context. The purpose of this qualitative case study was to explore CareerTech teachers' perceptions of the TLE instrument to measure the skills and competencies that lead to effective teaching. It was my belief that a better understanding of the CareerTech teachers' perceptions could, potentially, allow CareerTech leaders to proceed with a more informed perspective regarding future approaches toward teacher evaluation within a CareerTech particular context. This chapter presents the key findings obtained from nine in-depth interviews, TLE document analysis, and observations from a statewide CareerTech instructional leaders meeting where TLE was discussed. Alpha Technology Center is located in a rural Oklahoma setting and according to the U.S. Census Bureau (2010) the communities in its district have a total population of 50,406. The district has 15 programs serving five common education school districts resulting in an annual enrollment of approximately 600 students. Of the approximately 600 students 21.1% are considered economically disadvantaged, 84.2% are Caucasian, 4.4% are African American, 5.9% are Hispanic, .04% are Asian, and 5.2% are classified as American Indian.

Interview participants included seven teachers and two administrators, each with various CareerTech teaching certification types, classifications, and years of being evaluated by the TLE. CareerTech certification types are determined by the subject matter being taught. The classifications are based on the teachers' degree level, industry experience, and the amount of coursework they have completed related to teaching. A teacher that does not have a bachelor's degree but has two years of industry experience qualifies for a Provisional I certification. A teacher that has completed a minimum of 24 credit hours toward a degree plan and has passed a subject area test qualifies for a Provisional II certification. Teachers who have a bachelor's degree qualify for a standard certification. Two administrators participated in the interviews, both possessing standard principal, and CareerTech Administrator certifications. To be eligible for a standard CareerTech Administrator certification, several criteria must be satisfied. First, the candidate must possess a valid Oklahoma CareerTech teaching certificate. Second, the candidate must have a valid administrator's certificate (secondary principal or superintendent) issued by the Oklahoma State Department of Education. Lastly, the candidate must have five years of experience as a teacher, administrator or supervisor of approved ODCTE career major(s)/program(s). Table I, below, provides a breakdown of the participant's certification type, classification, and their years of experience with the TLE.

Table 1

Participant Information

Alias	Certification Type	Certification Classification	Years of Experience with the TLE
Teacher 1	Trade & Industrial Education	Provisional II	5
Teacher 2	Speech & Special Education	Standard	5

Teacher 3	Business, Marketing and Information Technology Education	Provisional II	3
Teacher 4	Secondary English	Standard	5
Teacher 5	Secondary Math & STEM	Standard	4
Teacher 6	Family & Consumer Science Education	Standard	5
Teacher 7	Trade & Industrial Education	Provisional II	5
Administrator 1	Principal & CareerTech Administrator	Standard	*five years evaluating teachers with the TLE
Administrator 2	Principal, & CareerTech Administrator	Standard	*five years evaluating teachers with the TLE

The overarching question that guided this study was: *What are Oklahoma’s technology center teachers’ perceptions of the TLE in a technology center classroom?*

Four major findings emerged from this study:

1. According to perceptions of participants in this tech center, the competencies outlined on the TLE rubric do not represent the skills and competencies for effective teaching in their classrooms.
2. Teachers in this tech center do not value the use of TLE rubrics for measuring their effectiveness in the classroom, and they do not expect the use of the TLE to result in more effective teaching.
3. Participants believe that the instruments utilized to evaluate their effectiveness in the classroom should include teacher subject matter expertise when evaluating their performance.

4. Participants expressed a belief that program outcomes are a critical component of CareerTech teacher success, and they perceive this component is missing from the TLE.

The following section addresses each finding with the details that support and explain each finding. By way of thick description, the researcher set out to provide the reader with a broad range of participant responses so the reader could better understand the perceptions of the participants. The goal of this study was to let the participants speak for themselves. Quotations from all participants are emphasized to capture the richness and complexity of the subject matter.

Finding 1: *All participants (nine of nine, or 100%) expressed that the competencies outlined on the TLE rubric do not represent the skills and competencies for effective teaching in their classrooms.*

The primary finding of this study is that participants do not believe the TLE rubric represents quality teaching practices in CareerTech classrooms. This finding is important because all participants (nine of nine, or 100%) considered the TLE to be lacking related to measuring the skills and competencies for effective teaching in CareerTech classrooms. Based on participant responses, there appears to be a disconnect between what they believe to be the necessary skills and competencies for effective teaching in CareerTech classrooms and what is found within the TLE rubric.

Selected participant responses expressing the disconnect are included in the table below:

Table 2

Finding 1 Participant Responses

Participant	Response
Teacher 1	I'm not a teacher the way the TLE thinks of a teacher. I work with students mostly in a lab environment, and the students work on job sheets primarily.

Teacher 3	<p>I teach by modeling tasks and then helping students to do the same.</p> <p>TLE is more about classroom lecture of content. It's forced. When I am being observed with the TLE I have to do what I don't normally do. It should be a dance, not a performance.</p>
Teacher 4	<p>I use a unique and multifaceted approach to teaching. The TLE is a standardized way of teaching in a lecture-based format. I teach in a hands-on environment that isn't reflected on the TLE rubric.</p>
Teacher 5	<p>A lot of what you'll see in my classroom is not found in the TLE rubric.</p>
Teacher 6	<p>I'm frustrated with this because we're forced to use the TLE and my classroom is not run this way. The TLE does not capture what I do. The TLE is too prescriptive and forces me to put on a performance during an evaluation. If I did what was on the TLE every day my students would suffer. We aren't lock-step, we are competency-based.</p>
Teacher 7	<p>The TLE is all theory and not very practical for what I do in my classroom. I pride myself in being a rock star teacher, and the TLE rubric does not include the great things I think I do in my lab. A lot of the content in the rubric does not relate to me. This is not a tool I would pick to get better as a teacher.</p>

Administrator 2 I find myself looking for what teachers do that make them effective and then trying my best to relate it back to the TLE when I do their evaluation.

All participants described their perceptions that the competencies outlined on the TLE do not represent the knowledge and skills for effective teaching in their CareerTech classrooms at Alpha Technology Center. Among the comments were those cited by Teacher 1, who said:

The TLE has a very lecture-based focus of classroom instruction. This is not how I teach in my classroom. I rarely lecture. My classroom is personalized and project based. The students have learning activity packets, and they work on these individually. In my classroom, every student is in a different place and progresses at his or her own pace.

This quotation indicates, in detail, the mismatch between the teaching methodologies represented and valued on the TLE rubric versus the actual teaching environment in Teacher 1's CareerTech classroom. Teacher 1's classroom included desks with multiple computer monitors where students were seated and where they performed various tasks. Some students were navigating through curriculum displayed on one monitor while performing tasks with virtual equipment digitally displayed on the other monitor. Other students were working in pairs on equipment installed in racks. The racks were located in a different area of the classroom from where the desks were located. At one of the racks, a student was using a laptop connected to a piece of equipment in the rack. The student was typing commands on the laptop while the other student watched. The students were referencing a printed collection of papers stapled together. The papers appeared to be a lab activity with step-by-step directions. Both students were communicating regularly, and on occasion, the student that was not using the laptop would move cables around between various pieces of equipment installed in the rack. The teacher walked around the classroom occasionally answering a question from students working through the curriculum at their desks. Also, it was common

for a student working at the rack of equipment to call the teacher by name and ask for assistance with his/her lab work. The teacher would walk over to the students and listen to a description of what was taking place. The teacher would not answer the student's question directly but would respond by asking the students questions. After observing this technique from the teacher multiple times, it appeared that this was an intentional approach. Teacher 1's classroom was a mixture of various activities with the students being in different parts of the curriculum and progressing at a pace that seemed to suit them individually. Administrator 1 commented about the challenges of using the TLE in this environment, "The TLE doesn't fit what they (teachers) do in their classrooms, and it's hard to evaluate teachers this way." Additionally, the TLE rubric has impacted Teacher 7 in this manner, "After the first year of using the TLE, I wrote a letter to my administrator that I disagreed with the rubric and my evaluation. Having successfully taught for so long, it was a slap in the face." All nine participants offered comments during the interviews indicating their perceptions are that the competencies outlined on the TLE rubric do not reflect quality instruction in CareerTech classrooms at Alpha Technology Center.

Document analysis further supports this finding. The TLE rubric currently in use by Alpha Technology Center is the Tulsa Public Schools Model that was selected as one of the options made available by the Oklahoma State Board of Education. A review of the Tulsa Public Schools TLE Observation & Evaluation Handbook provided information about how the rubric was designed. The Handbook suggests that the rubric is "based on current research and best practices with authorship and input from Oklahoma's teachers and administrators" (TLE Observation & Evaluation Handbook, 2015). More specifically, the Tulsa Model was developed with the contribution of the Tulsa Classroom Teachers' Association (TCTA), and there is no mention of CareerTech teachers having provided input into the rubric. Furthermore, The Handbook suggests that every indicator is aligned with classroom (no mention of lab environments) performance and is positively correlated with growth in student achievement as measured by state assessments (TLE Observation & Evaluation Handbook, 2015). However, Alpha Technology Center, as a CareerTech provider, does not administer required state

assessments. Further, the Handbook identifies the research that informed Tulsa’s development of their rubric. Specifically, Kathleen Cotton’s (2000) research, “The Schooling Practices That Matter Most” as a part of her work for the Northwest Regional Education Lab. A review of this research found that there is no mention of the skills and competencies for effective teaching in CareerTech classrooms. The Handbook also suggests the rubric design included published research from Thomas Kane, Eric Taylor, John Tyler and Amy Wooten (2011). Their work titled, “Identifying Effective Classroom Practices Using Student Achievement Data” was reviewed, and no mention of CareerTech classroom practices was found. Upon reviewing Tulsa Public Schools TLE Observation and Evaluation Handbook and the research used to develop the TLE rubric, no mention of CareerTech or skills and competencies related to effective teaching in CareerTech classrooms could be found.

The lack of CareerTech specific information in the Tulsa Public Schools TLE Observation & Evaluation Handbook and the research cited to develop the rubric supports the perceptions of Alpha Technology Center’s teachers and administrators. Specifically, this finding may explain why teachers perceived that the competencies outlined on the TLE rubric do not represent the skills and competencies for effective teaching in their classrooms. It may also provide an explanation for why the rubric is not valued because it fails to include CareerTech teacher expertise as an essential component of the evaluation, and it does not contain program-specific outcomes as a part of the TLE evaluation.

Further analysis of the development of the TLE model supports this finding also. The Oklahoma State Department of Education provides a website with information and resources for public school educators related to the implementation of the TLE (<http://sde.ok.gov/sde/tle>). Included on the site is a list of “TLE Regional Stakeholder Advisory Groups.” The stated purpose of the TLE Regional Stakeholder Advisory Groups is “to utilize feedback from the five regions of Oklahoma to continuously improve evaluation in our state” (State Department of Education Website, n.d.). The site also suggests, “Advisory groups were designed with specific positions in mind with the intention of presenting

viewpoints from multiple perspectives of the educational community” (State Department of Education Website, n.d.). An advisory group participant list is available in the form of an excel file which identifies the stakeholders by name and includes their position and school. This file was reviewed to determine the extent to which CareerTech teachers and administrators are participating in the TLE stakeholder groups. Upon review, the researcher found that the stakeholder groups include common education teachers, administrators, support staff, and teacher union representatives. Additionally, higher education representatives are members of the TLE stakeholder groups. However, no CareerTech teachers or administrators are identified as members. This finding suggests that on-going discussions related to the TLE implementation in Oklahoma lack input and involvement from CareerTech educators.

Observation of interactions between instructional leaders during quarterly meeting further support this finding. CareerTech instructional leaders from technology centers in Oklahoma meet on a quarterly basis to discuss the various issues they face and to share best practices. In April of 2017, technology center implementation of the TLE was discussed during the meeting. Instructional leaders from 3 specific technology centers spoke about their specific efforts related to modifying the Tulsa Public Schools TLE rubric to better fit instructional practices in their classrooms. Two of the technology centers are already making changes, and the third technology center is going to begin the process. A representative from one of the technology centers stated, “The rubric in its current form is not working for us. It doesn’t fit with our instructional philosophy and how we do business. We want the evaluation to be a meaningful process, and this isn’t working as-is.”

The primary finding of this study is that participants do not believe the competencies measured on the TLE rubric represent quality teaching practices in CareerTech classrooms. Triangulation of data from nine in-depth interviews, document analysis, and observing a CareerTech statewide instructional leaders meeting were analyzed and provide the foundation for the first primary finding of this study.

Finding 2: *An overriding theme that emerged from data analysis is that the participants do not value the feedback that they receive from the TLE or expect it to help them become more effective teachers. In fact, the overwhelming majority of participants (eight of nine, or 89%) indicated they do not value the process of evaluation utilizing the TLE rubrics and do not expect that the use of the TLE will result in more effective teaching.*

Table 2, below, provides selected participant responses related to Finding 2:

Table 2

Finding 2 Participant Responses

Participant	Response
Teacher 1	The TLE is a requirement by law. I don't think we would do it if we weren't required to. It doesn't meet the intent of helping teachers grow as instructors. If I could I would do something different.
Teacher 2	TLE stifles freedom in the classroom and doesn't live past the moment. It's an accountability hammer not a way to get better. It was a top-down solution with no input from the teachers. I'm not driven by this. Everybody is getting 3's because it's less work.
Teacher 3	I'm indifferent about the TLE. It hasn't played a major role for me as a teacher. I'm only motivated by not getting a low rating.
Teacher 4	It's not a fair assessment. Everything is just checking boxes. This is overkill and doesn't fit. It can de-motivate me. It hasn't made me a

better teacher. I do my own reflection and survey my students. It's a poor tool that takes a lot of time and energy for no value. I value the many industry accreditations I'm responsible for maintaining as these help students.

Teacher 7 TLE hasn't had any impact on my growth. It's a waste of time. It doesn't help teachers get better. I expect to see 3's because anything above or below a rating of 3 requires extra effort for the evaluator. Even the teacher of the year doesn't get a 5.

Administrator 1 TLE hasn't made our teachers better. They had no input into the rubric and don't like it. They see it as accountability not improving performance.

The majority of participants (eight of nine, or 89%) indicated they do not value the feedback that they receive from utilization of the TLE or expect it to make them more effective teachers. In fact, participants expressed that the use of the TLE negatively influences their motivation to work harder in the classroom.

For example, Teacher 5 commented:

I have zero expectation that TLE will make me a better teacher. I had no input into the rubric, and the whole thing is de-motivating. The TLE rubric does not relate to me, and it's extra work for no gain and it's not fair. It is not the tool I would use to get better.

Teacher 5 goes beyond not valuing the TLE by suggesting that the TLE is "de-motivating" to him/her. Additionally, the lack of input into the development of the TLE rubric is a point of frustration for Teacher 5, "I had no input into the rubric." Furthermore, as determined by reviewing the TLE

resources provided by the Oklahoma State Department of Education, the Regional Stakeholder Advisory Groups exclude representatives from CareerTech. This confirms the perceptions of Alpha Technology Center teachers and administrators that the TLE was created with traditional classroom contexts in mind resulting in an evaluation rubric that does not represent effective teaching practices in CareerTech classrooms.

Teacher 6 commented “I’m intrinsically motivated. I don’t value the TLE rubric. I have no expectation that the TLE will make me a more effective teacher.” According to the Tulsa Public School’s TLE Observation & Evaluation Handbook (2015), a critical accomplishment of their teacher rubric is that “it provides detailed descriptions of different proficiency levels and identifies the knowledge, skills and practices correlated with growth in student achievement” (p. 4). As reported in Finding 1, the TLE rubric was designed for common education classrooms where teaching practices can be correlated with growth in student achievement. According to data gathered in this study, the TLE rubric does not identify proficiency levels correlated to growth in student achievement for CareerTech classrooms. As a result, participants perceive that the TLE rubric does not positively influence their teaching practices at Alpha Technology Center. This finding is supported by a comment from the statewide CareerTech instructional leaders meeting, “Our teachers think it’s a joke because it’s a lecture-based approach to teaching. How am I supposed to take this rubric into a lab and evaluate a teacher that’s working with 18 students all working on different hands-on projects?”

Data collected from in-depth interviews, document analysis, and observing a CareerTech statewide instructional leaders meeting support finding 2 of this study; the feedback they receive from the utilization of the TLE rubric is not valued by the teachers, nor do they expect its use to help them become more effective teachers.

Finding 3: *The majority of participants (six of nine, or 67%) interviewed indicated that the evaluation instrument utilized in CareerTech classrooms should include teacher subject matter expertise when evaluating their performance.*

The vast number of participants (six of nine, or 67%) expressed frustration with the lack of TLE's emphasis on professional expertise. Table 3, below, provides selected participant responses that support Finding 3:

Table 4

Finding 3 Participant Responses

Participant	Response
Teacher 1	I think there should be more evaluation of outcomes like follow-up and job placement. I have to be an industry expert to be successful. We are expected to train students to be successful in the workplace.
Teacher 2	I have to be an expert and make sure my students become skilled workers. The TLE doesn't value my expertise or the placement outcomes we are responsible for.
Teacher 7	The TLE doesn't understand the career field I'm in. We are industry driven and the TLE doesn't care. We have program outcomes we're responsible for and that's my focus. I'm more like a supervisor at work, more of a facilitator.

The majority of participants commented that the competencies outlined on the TLE lack consideration for their industry expertise which they consider an important part of their teaching performance. Teacher 3 commented, “TLE lacks a focus on expertise. To be an effective CareerTech teacher, I have to stay current with the job skills out there.” Teacher 7’s classroom was a primarily a shop environment with a collection of automobiles arranged throughout the space. Students were scattered throughout the shop performing various tasks on the different vehicles. There existed various noises and smells in the shop that one would expect to encounter at an auto mechanics business. The sound of tools clanking, engines revving, and workers (students) discussing various problems with the vehicles was commonplace. The lab had a distinct aroma, a mixture of oil and gasoline fumes could be detected. A ventilation system could be seen in the lab, but it did not completely remove the smell. The students appeared to be hard at work troubleshooting the various issues with their respective cars. The teacher rotated from vehicle to vehicle observing the student’s work and offering suggestions to them. At one station, students were struggling to remove what appeared to be disc brakes from a car. The car was elevated on a lift and the left-front tire had been removed. The students called for the teacher’s assistance. The teacher asked them what the issue was, and one student began to explain the situation. The teacher then asked for the student to hand him the tool that was in his hand. The teacher then began to demonstrate a technique for using the tool to address the task. The teacher did not perform the task on the car, but modeled the proper use of the tool. The students eagerly watched the demonstration while nodding their heads as if they understood the concept. The students then collected the tool from the teacher and were able to successfully remove the piece from the car. The modeling of tasks by the teachers at Alpha Technology Center was consistently observed in the classrooms. Additionally, it was evident that the students appreciated this approach and were completely attentive as they watched classroom demonstrations. The students appeared to have tremendous respect for the teacher’s expertise in their career field. Teacher 5 suggested, “My expertise in the industry is what helps me be a good

teacher, not what is included in the TLE. Students know quickly if we know what we're doing and can help them master the skills they need.” Administrator 2 shared the sentiment:

Our different occupational areas require various skills. They are not the same. When we hire teachers we are looking for subject matter expertise first and foremost. The TLE doesn't factor expertise into the equation and that's a limitation in my view. Their classrooms are unique and not like a regular managed classroom environment in public schools.

Tulsa Public School's TLE Observation & Evaluation Handbook (2015) defines teacher observations as “An evaluator's intentional study and analysis of the teacher's performance (e.g., the teacher's classroom instruction)” (p. 8). There is no mention of teacher subject matter expertise as described by the teachers at Alpha Technology Center. For example, teacher 2 suggests, “I have to be an expert and make sure my students become skilled workers.” And, teacher 7 states, “We are industry driven, and the TLE doesn't care.” The teachers at Alpha Technology Center consider their industry-related content expertise to be of paramount importance for assessing their performance in the classroom. Teacher 3 suggests, “TLE lacks a focus on expertise. To be an effective CareerTech teacher, I have to stay current with the job skills out there.” The fact that the competencies outlined on the TLE exclude these important skills is a point of frustration to them. This frustration is confirmed by a comment made at the CareerTech statewide instructional leaders meeting, “I have a teacher who's an ASE (Automotive Service Excellence) master technician and gets students great jobs, but the TLE doesn't account for that.”

Data from in-depth interviews, document analysis, and observing a CareerTech statewide instructional leaders meeting support finding 3 of this study: participants in this study perceive that competencies outlined on the TLE do not account for the CareerTech teachers' subject matter expertise.

Finding 4: *The majority of participants (six of nine, or 67%) indicated that*

program outcomes were a critical component of CareerTech teacher success and that this component was missing from the TLE.

A majority of participants identified the importance of program outcomes as a preferred skill and competency for effective teaching in CareerTech classrooms. In their view, this component was missing from the TLE, and they believed that it should be included in their teacher evaluation. Table 4, below, provides selected participant responses to support Finding 4:

Table 5

Finding 4 Participant Responses

Participant	Response
Teacher 2	I think there should be more evaluation of the outcomes for my program like follow-up and job placement.
Teacher 5	For me, being a great teacher is about expertise and relationships. I need to be an expert at my trade and be able to connect with student and companies. Ultimately, my success as a teacher is getting my students jobs.
Teacher 7	I wish there was more on the TLE about job placement and wages. I want to have the best program in the state. I take pride in how my students do at Skills USA and if they get industry certifications and get jobs. These aren't on the TLE.
Administrator 2	I want them to have a passion for their trade so they help students complete their program, earn a credential and get a job or go on to

college. The TLE is about traditional classroom teaching theory. I appreciate practical skills that help our students be successful in the workplace. The quantitative piece of TLE was never solved and that should have been our program outcomes. The quantitative piece was removed from the law and all that is left is the qualitative rubric. I would rather we have the program outcomes as a part of this.

A theme that emerged from the data is that participants indicated that they would prefer program outcomes to be a primary component of competencies assessed in evaluative practices in the CareerTech center. Teacher 3 commented “I have to get the students ready for what they will experience in the industry. I like the program outcomes we have, that’s our true focus, but they (outcomes) are not on the TLE.” In similar fashion, Teacher 6 said, “I don’t pay attention to the TLE too much. I am more concerned about the relationship I have with my administrator and my program outcomes.”

Administrator 1 addressed the same concern in greater depth:

The TLE is about traditional classroom teaching theory. I appreciate practical skills that help our students be successful in the workplace. The quantitative piece of TLE was never solved, and that should have been our program outcomes. The quantitative part was removed from the law, and all that is left is the qualitative rubric. I would rather we have the program outcomes as a part of this.

Document analysis supported this finding. CareerTech education has a strong history of focusing on program-related outcomes to ensure accountability (Bishop & Mane, 2004). The Oklahoma Department of CareerTech publishes technology center performance measures annually called “Technology Center Profiles.” The performance measures include student completion percentage,

placement (employment or continuing education) rates, and the number of industry-recognized credentials earned. Upon review of the Tulsa Public School's TLE Observation & Evaluation Handbook (2015) and TLE rubric, it was confirmed that CareerTech program-related outcomes are not present. Teachers at Alpha Technology Center indicated that they are used to having their performance determined by their program-related outcomes, but their perception is that the TLE has a different pedagogical focus and excludes CareerTech program-related measures.

Summary

This chapter presented four findings that emerged from analysis of data from 9 in-depth interviews, document analysis, and from observing a CareerTech instructional leaders meeting where the TLE was discussed. Data collected from the interviews revealed the participant's perceptions from their lived experiences having been active participants in the TLE evaluation process. Document analysis and a meeting observation supported the findings based on participant perceptions and lived experiences.

The primary, overarching, finding of this study is that participants do not believe the competencies outlined on the TLE rubric represent quality teaching practices in their CareerTech classrooms. This finding emerged by the expressed description of 100% of the participants interviewed and was supported through triangulation of data. This finding is further explained through findings outlined in the sub-questions that guided this study.

The second finding of this study is that participants do not value the feedback that they receive from assessment of their teaching practices utilizing the TLE rubric, and they do not expect that the utilization of the TLE as an evaluative instrument will result in more effective teaching in this CareerTech center. This finding emanated from 89% of the participants expressing they do not value the feedback they receive from TLE rubric or expect its use to help them become better teachers. In fact, participants in

this study expressed the perception that the use of the TLE to measure teaching effectiveness in this CareerTech center was actually demotivating as a factor to improve their classroom instructional practices.

The third finding was that the majority of participants expressed that any evaluation instrument utilized in a CareerTech center should include teacher subject matter expertise when evaluating their performance. The majority of the participants in this study expressed that their subject matter expertise is a critical component of their success when working with students.

The fourth finding is that participants in this study believe that the current assessment instrument, the TLE, does not include program outcomes as a measure of the effectiveness of their teaching performance. Therefore, these participants expressed a belief that program outcomes should be an important part of their evaluation, and because these competencies are not included in the TLE, this means of assessing their teaching effectiveness did not hold potential for enhancing their performance in the classroom. The fact that the competencies outlined on the TLE do not include assessment of their subject matter expertise or program outcomes was a primary point of concern for a majority of the participants.

Findings from document analysis and a meeting observation supported the participant's perceptions discovered during the interviews. A review of The Tulsa Public Schools TLE Observation & Evaluation Handbook and supporting research indicates that CareerTech specific contexts were not included when the TLE rubric was developed. The State Department of Education provides for on-going support of TLE implementation via a website. This website does not mention or include CareerTech information, and the TLE Regional Stakeholder Advisory Groups do not include CareerTech teachers or administrators as participants. A CareerTech instructional leader meeting discussed TLE implementation at technology centers in Oklahoma and comments were made that corroborate the perceptions of

participants at Alpha technology center. These findings, and related implications, are discussed in detail in Chapter V.

CHAPTER V

STUDY OVERVIEW, CONCLUSIONS, AND RECOMMENDATIONS

Teacher evaluation systems were created to promote more effective teaching in public schools (Danielson & McGreal, 2000). The State of Oklahoma adopted The Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) for measuring teacher effectiveness in public schools across the state. Technology centers in Oklahoma are public schools and as such, have implemented the TLE. However, the varied contexts found in technology center classrooms are not well represented on the TLE. At the beginning of this study, it was proposed that one possible reason why teacher evaluation systems have not promoted more effective teaching in some technology center classrooms is that the skills/competencies of successful teaching in technology center classrooms may differ from skills/competencies measured on the TLE. According to a report by the Center for Innovative Technology (2010), a comprehensive teacher evaluation program has the potential to influence teacher performance and, ultimately, student achievement positively. However, for this tool to be effective, it must create a common language that defines and outlines specific behaviors/attitudes/skills that are valued by teachers for enhancing student outcomes (Center for Innovative Technology, 2010). A review of the literature revealed a gap regarding a common language for teacher evaluation for CareerTech teachers. It is possible that the skills and competencies outlined in TLE do not align with skills/competencies that teachers in technology centers value.

The purpose of this qualitative case study was to explore CareerTech teachers' perceptions of the TLE evaluation system to measure the skills and competencies that lead to effective teaching. The hope was to better understand CareerTech teachers' perceptions of teacher evaluation to provide insight regarding how the TLE aligns with effective teaching practices in this CareerTech center. Understanding their perceptions could, potentially, improve evaluative processes moving forward yielding more effective teaching in this center.

This research utilized a qualitative case study design to collect data that captured the lived experiences of seven teachers and two administrators at Alpha Technology Center in Oklahoma. Data were collected through in-depth interviews, document analysis, and observations from a statewide CareerTech instructional leaders meeting where the TLE teacher evaluation topic was discussed. The data were coded, analyzed and organized according to the study's research questions and then by major themes.

Participants received an explanation of the study and agreed to participate by signing a consent form. Interview questions (provided in Appendix C) allowed participants to describe their experiences of being evaluated by the TLE. Interviews were recorded using a laptop and transcribed in a Word document. Responses from the participant interviews were used to explore the research questions. Data analysis included coding techniques suggested by Creswell (2009), and meaningful themes were developed. The themes were supported by triangulating the participant responses with document analysis and observations. Four themes were identified: (1) participants perceive that competencies outlined on the TLE rubric do not represent the skills and competencies for effective teaching in their classrooms; (2) teachers in this tech center do not value the feedback that they receive from utilization of the TLE rubrics, and they do not expect

the use of the TLE to result in more effective teaching; (3) participants believe that the evaluative instrument used in their CareerTech center should include teacher subject matter expertise when evaluating their performance, and (4) program outcomes are a critical component of CareerTech teacher success, and they perceive that this component is missing from the TLE. The previous chapter presented findings from the study by organizing the data from various sources into themes. The purpose of this chapter is to provide interpretive insight into these findings.

Discussion

The first theme that emerged from analysis of the data was that participants indicated that *competencies included on the TLE rubric do not represent the skills and competencies for effective teaching in their classrooms*. This theme demonstrated that all participants felt strongly that a gap exists between the skills and competencies for effective teaching found on the TLE, versus what they believe to be the skills and competencies for effective teaching in their classrooms. This finding aligns with a report by the Center for Innovative Technology (2010), which states that for a teacher evaluation system to be effective, it must create a common language that defines and outlines specific behaviors/attitudes/skills that are valued by teachers for enhancing student outcomes. The participants' perceptions indicated the TLE was not an effective tool for measuring effective teaching in their context. These perceptions aligned with McCaslin and Parks (2002) view that teacher evaluation in CareerTech poses many challenges due to CTE's varied contexts which may differ substantially from the traditional common education classroom. This finding suggests that, according to the perceptions of these CareerTech teachers, there are, indeed, substantial differences between the skills and competencies required for effective teaching in traditional classrooms utilizing the TLE versus the skills and competencies for effective teaching in CareerTech classrooms. Teacher 3's

responses “It’s forced” and “with the TLE I have to do what I don’t normally do,” This suggests there is a gap between what is included in the TLE-related to the skills and competencies for effective teaching versus the actual skills and competencies needed to be an effective teacher in a CareerTech classroom. This gap is understandable as CareerTech’s instructional purpose is different from that of the traditional common education classroom (Threton, 2007). Threton (2007) suggests CareerTech teachers typically prepare students for success in narrowly focused and specific occupations through a hands-on, competency-based education model. Teacher 6’s comments concur with Threton’s (2007) suggestion that CareerTech is competency-based:

The TLE does not capture what I do. The TLE is too prescriptive and forces me to put on a performance during an evaluation. If I did what was on the TLE every day my students would suffer. We aren’t lock-step, we are competency-based.

Teacher 6 even went so far as to suggest that students would “suffer” if they followed the competencies that are included on the TLE. Doolittle & Camp (1999) propose an additional nuance, CareerTech teachers are charged with ensuring that students continually demonstrate mastery of specific tasks. Administrator 1 speaking of teachers at Alpha Technology Center suggests, “The TLE does not fit what they do in their classrooms, and it is hard to evaluate teachers this way.” The lack of CareerTech context being represented in teacher evaluation systems is not unique to Oklahoma. Jacques and Potemski (2013) searched the Database of State Teacher and Principal Evaluation Policies and found that most states had not specifically addressed CTE teachers within their teacher evaluation policies. The TLE instrument used at Alpha Technology Center is the Tulsa Public School’s Observation and Evaluation Rubric. This rubric is evidence-based and was developed based on research from Kathleen Cotton’s (2011)

work, “The Schooling Practices That Matter Most,” and Kane, Taylor, Tyler, and Wooten (2011) research titled, “Identifying Effective Classroom Practices using Student Achievement Data.” A thorough examination of these pieces of research found no mention of CareerTech classrooms, subjects, contexts, or teaching methods. In other words, the Tulsa Public Schools Observation and Evaluation Rubric in use at Alpha Technology Center was designed with the common education classroom in mind. This finding could further explain why Teacher 2 stated, “I am frustrated with this because we are forced to use the TLE and my classroom is not run this way.” Wise et al., (1985) suggests that “To succeed, a teacher evaluation system must suit the educational goals, management style, the conception of teaching, and community values of the district” (p. 66). Furthermore, Goe, Bell, and Little (2008) identify the importance of local contexts,

Deciding how teacher effectiveness should be measured is not necessarily the sole purview of policymakers, researchers, and bureaucrats. Given that teaching contexts vary widely, It is essential that local input is considered when decisions are made about what to prioritize in a composite measure of teacher effectiveness (p. 48).

The teachers’ perception of the TLE at Alpha Technology Center suggest that there is a gap between competencies measured on the TLE and effective teaching in CareerTech classrooms. These perceptions are likely because the TLE was designed for traditional common education classrooms and not for evaluating effective teaching practices in CareerTech classrooms and labs.

The second theme of *Teachers in this tech center do not value the feedback that they receive from utilization of the TLE rubrics and do not expect the use of the TLE to result in more*

effective teaching, suggests participants' motivation toward fulfilling teaching competencies outlined on the TLE to be minimal. According to Wise et al., (1985) CareerTech classrooms have a particular context, and for teacher evaluation to be successful, it must "suit the educational goals, management style, the conception of teaching, and community values of the district" (p. 66). Atkins (1957) suggests that a person's motivation to perform a task is dependent upon their expectancies for success and the value they place on succeeding at the task. Expectancy-Value Theory can help to explain these findings because it states that behavior is a function of the interactions between a person's expectancies about the outcomes of actions and the values they place on those outcomes (Palmgreen, 1984). Pintrich and Schunk (2002) developed an Expectancy-Value Theory model which includes the interplay of four major segments: (1) the social world, (2) cognitive processes, (3) motivational beliefs, and (4) achievement behaviors. The social world (culture, social behavior, and past performance) impacts a person's thinking or cognitive processes (perceptions and interpretations) which result in motivational beliefs (goals and tasks) being realized. These motivational beliefs yield task values and expectancies which drive a person's achievement behaviors (choices, persistence, quality of effort, engagement, and actual behaviors).

Interpreting these findings through Expectancy-Value theory, the overwhelming majority of participants indicated they did not value feedback they received from administrators utilizing the TLE and did not expect that the use of the TLE would result in more effective teaching. Teacher 6 stated, "I am intrinsically motivated. I do not value the TLE rubric. I have no expectation that the TLE will make me a more effective teacher." The gap between what is represented on the TLE and what the teachers perceive to be effective teaching practices at Alpha Technology Center impacts the participant's motivation such that Teacher 7 commented,

“After the first year of using the TLE, I wrote a letter to my administrator that I disagreed with the rubric and my evaluation. Having successfully taught for so long, it was a slap in the face.” This response clearly indicates the impact that the TLE has upon the culture of this participant’s classroom. Teacher 7’s describes how the “slap in the face” influenced their acceptance of the TLE:

The TLE is all theory and not very practical for what I do in my classroom. I pride myself on being a rock star teacher, and the TLE rubric does not include the great things I think I do in my lab. A lot of the content in the rubric does not relate to me. This is not a tool I would pick to get better as a teacher.

Teacher 7 perceives the TLE to be impractical for “what I do in my classroom.” Teacher 7 describes themselves regarding taking “pride in being a rock star teacher.” According to Expectancy-Value theory, these statements represent the social world and cognitive processes in this teacher’s classroom as a result of the utilization of the TLE. Furthermore, Teacher 7’s motivation beliefs resulting in low expectancy, “This is not a tool I would pick to get better as a teacher,” and little task value, “the rubric does not relate to me.” The following statement describes teacher 7’s achievement behaviors:

The TLE does not understand the career field I am in. We are industry driven, and the TLE does not care. We have program outcomes we are responsible for, and that is my focus. I am more like a supervisor at work, more of a facilitator.

Because of Teacher 7’s low expectancy and value for the TLE, the Expectancy-Value Theory’s achievement behaviors of choice, effort, and engagement Teacher 7 ignores the substance of the TLE and returns to the foundational social world of CareerTech. Teacher 7 mentions, “career

field,” and “industry-driven,” and the “program outcomes we are responsible for” that drive this teacher’s cognitive processes and motivational beliefs. These are the drivers of Teacher 7’s achievement behaviors as she states, “that’s my focus.” The Expectancy-Value Theory suggests that these perceptions are formed in a social context and influence a person’s decision making and actions (Pintrich & Schunk, 2002).

The third theme of *participants believe that any evaluation instrument utilized in a CareerTech setting should include teacher subject matter expertise when evaluating their performance*, describes what a majority of the teachers feel is a missing component of the TLE. Wise et al. (1985) suggest that utility is a fundamental part of teacher evaluation system’s success and that effective use of an evaluation tool requires accurately measuring a teacher’s competence to achieve beneficial outcomes.

Teacher 2 stated, “I have to be an expert and make sure my students become skilled workers. The TLE does not value my expertise or the placement outcomes we are responsible for.” Apparently, Teacher 2 considers his/her expertise as a foundational component of student success which results in helping students become “skilled workers.” Teacher 3 offers a similar narrative: “TLE lacks a focus on expertise. To be an effective CareerTech teacher I have to stay current with the job skills out there.” The majority of participants held these beliefs, that occupational expertise is key to their success, but missing from the TLE. Interestingly enough, none of the participants mentioned instructional skills related to pedagogy or andragogy as being a key component of the success as a CareerTech teacher. The participants viewed effective teaching through the lens of their occupational expertise as opposed to having mastered traditional teaching practices or methods. Teacher 5 felt strongly about industry expertise:

My expertise in the industry is what helps me be a good teacher, not what is included in the TLE. Students know quickly if we know what we are doing and can help them master the skills they need.

Teacher 5's perceptions include the students' placing a high premium on the teachers' expertise as this specifically impacts their ability to master the skills necessary. Administrator 2's perceptions supported the teachers' beliefs about subject matter expertise:

Our different occupational areas require various skills. They are not the same. When we hire teachers, we are looking for subject matter expertise first and foremost. The TLE does not factor expertise into the equation and that is a limitation in my view. Their classrooms are unique and not like a regular managed classroom environment in public schools.

Document analysis and observations supported teacher perceptions that occupational expertise is not a component of the TLE. The teachers' perceptions indicate they do not find utility with the TLE as it excludes, as Wise et al. (1985) suggests, the accurate measuring of teacher competence. In their view, teacher competence was less about pedagogy or andragogy and more about industry expertise. Expectancy-Value Theory indicates that task values are an important component of a person's motivational beliefs (Pintrich & Schunk, 2002). Task values are determined by a person's beliefs that the task is useful. The teachers' and administrators' perceptions are that competencies included on the TLE exclude occupational expertise, and this omission results in decreased motivation among the participant as it reduces the usefulness of the evaluation system.

The fourth theme that participants believe that *program outcomes are a critical component of CareerTech teacher success, and this component is missing from the TLE*, identified program outcomes as important but missing from their current teacher evaluation practices. Bishop and Mane (2004) conducted a 12-year longitudinal study of secondary students taking CareerTech coursework and discovered that students who devoted at least 1/6 of their high school toward CareerTech coursework earned 12% more income one year after high school and 8% more income seven years after high school. Studies such as this are commonplace among CareerTech literature as, historically, student completion, job placement, and earnings have been critical measures of CareerTech's success (Bishop & Maine, 2004). The Oklahoma Department of CareerTech publishes technology center performance measures annually called Technology Center Profiles (Oklahoma Department of CareerTech Website, n.d.). The performance measures include student completion, placement, wages, and industry-recognized credentials earned. A review of TLE documents confirmed that these types of metrics are not included as measurements of teacher performance on the TLE. Additionally, observations from this study suggest that these program outcomes are universally accepted as success measures related to the performance of CareerTech teachers and programs. Kotamraju and Mettillie (2012) conducted a study of CareerTech return on investment for the National Research Center for Career and Technology Education. Within the study, CareerTech program outcomes were touted as being critical measures of the quality of the programs and having direct benefits to "students, states, and society" (Kotamraju & Mettillie, (2012, p. 6). Additionally, common program outcome measures were identified such as completion and placement, which supports the teachers' focus on these items. Kotamraju and Mettillie (2012) further suggest that measuring the effectiveness of CareerTech programs requires the need to focus on program

outcomes and improvement. The TLE was originally developed to include a quantitative component as 50% of a teachers' evaluation. The quantitative component could have been a place for CareerTech program outcomes to be included, but the quantitative component of the TLE became controversial in Oklahoma and was removed by the Legislature. As a result, the TLE only includes the qualitative rubric which does not include CareerTech program outcomes such as completion, and placement.

Alpha Technology Center addresses program evaluation on an annual basis as their teachers participate in what is called "follow-up." This is a process of following-up on students that have exited their programs to determine their outcomes. This process requires teachers to contact former students six months after completion to determine their placement status (employed or continuing education) and their wages if employed. This annual follow-up routine is what provides the data for the Oklahoma Department of Career and Technology Education's creation and publication of the Technology Center Profile (Oklahoma Department of CareerTech Website, n.d.). The results of Alpha Technology Center's follow-up process aligns with Kotamraju and Mettill's (2012) discussion of evaluating and improving CareerTech's effectiveness. Teacher 7 has a desire "to have the best program in the state," and, to achieve this objective, Teacher 7 "wishes there was more on the TLE about job placement and wages." Administrator 1 wants teachers "to have a passion for their trade, so they help students complete their program, earn a credential and get a job or go on to college."

Findings from this study suggest that there is a disconnect between how the TLE measures teaching effectiveness and how the teachers and administrators at Alpha Technology Center determine effectiveness. The literature supports this disconnect and explains how local

and state entities determine effectiveness related to CareerTech programs. This disconnect has important implications for teaching at this CareerTech center. The Expectancy-Value Theory suggests that a person's motivational beliefs yield achievement behaviors. According to Pintrich & Schunk (2002) a key component of achievement behavior is actual performance. The teachers' perceptions indicated that the traditional program-related performance measures should be a component of their evaluation systems, in this case the TLE. While Teacher 7 wanted to have the best program in the state, the Expectancy-Value Theory would suggest that the disconnect between the TLE and actual performance would result in low achievement behaviors on the part of the teachers.

Implications

In this study, technology center teachers' perceptions were explored to determine if teacher and administrator perceptions of how the TLE represented quality instruction in CareerTech classrooms. Through interviews, observations, and document analysis data were collected and analyzed. Findings from this study suggest that teachers perceive that the nuances and varied contexts of the teachers at Alpha Technology Center include skills and competencies not represented on the TLE. The present study has implications for CareerTech teacher evaluation systems related to research, theory, and practice.

Implications for Research

What appears to be clear, from the findings in this study, is that Alpha Technology Center's teachers' perceptions suggest they do believe that utilization of the TLE to measure their performance promotes more effective teaching in their classrooms. This finding holds

important implications for further research on teacher evaluation systems in technology center classrooms. Additionally, further research on the relationship between CareerTech teachers' perceptions of effective teaching and teacher industry expertise, and program outcomes is needed. Finally, because the results of this study are limited to teachers at a single technology center, consideration should be given to replicating this study across different technology centers. Implications for research include development of an instrument that actually measures teacher competencies and promotes teacher motivation for enhanced performance in CareerTech classrooms.

Implications for Theory

For this study, the Expectancy-Value Theory was used as a framework to explain CareerTech teacher and administrator perceptions of the alignment of competencies outlined on the TLE for enhancing teaching practices in this CareerTech setting. Plante et al. (2013) suggests that Expectancy-Value Theory explains a person's motivation by examining their task-related expectancies (abilities) and values (benefits). Pintrich and Schunk (2002) suggested that a person's perceptions related to expectancies and values influence a person's decision making, behaviors, and actions. This study contributed to theory by exploring the data from this study through the lens of the Expectancy-Value Theory. In sum, the teachers' and administrators' perceptions of the utility of the TLE for measuring teacher effectiveness in this CareerTech center were explained. The teachers and administrators, in this present study, did not value the feedback that they received from utilization of the TLE rubric or have expectations that the TLE would promote more effective teaching in their classrooms.

Implications for Practice

The present study has implications for policymakers and CareerTech educators. Findings from this study suggest that, according to perceptions of teachers and administrators in this study, the nuances and varied contexts found within these CareerTech classrooms rendered the use of this standardized teacher assessment instrument as ineffective in this setting for promoting enhanced teaching effectiveness. This understanding is important for policy makers and educational leaders as they consider the specifics details of teacher evaluation within these unique instructional environments. Additionally, the career preparation mission of CareerTech education may require that instructor industry expertise and program related outcomes be included in CareerTech teacher evaluation systems. The present study showed that the teachers and administrators at Alpha Technology Center did not perceive the competencies included on the TLE to represent quality instruction in their classrooms. Data suggested that CareerTech educators did not have input into the development of the TLE as this teacher evaluation system was developed for common education purposes. Expectancy-Value theory suggests that, for CareerTech teachers to embrace teacher evaluation as a means of promoting more effective teaching, a CareerTech-specific evaluation system that rewards practices and behaviors specific to the CareerTech context may need to be developed.

Summary

The purpose of this study was to explore CareerTech teachers' perceptions of the competencies outlined on the TLE evaluation system to measure the skills and competencies that lead to effective teaching. While teacher evaluation systems were created to promote more effective teaching in public schools (Danielson & McGreal, 2000), the results of this study

indicate that teachers perceived there to be a gap between the skills and competencies for effective teaching in the TLE, and the skills and competencies for effective teaching in a technology center classroom. The results of this study further indicated that teachers did not value the feedback they received from the utilization of the TLE or have expectations that its use would help them become more effective teachers. The teachers' lack of value and expectations for success for the TLE's use reduced the teachers' motivation to embrace the performance evaluation process fully. Additionally, this study indicated that these teachers perceived that essential components of effective teaching were missing from the TLE evaluation system. These missing components included a lack of focus on teacher occupational expertise and program-related outcomes.

In the literature review of this study, findings revealed that, for a teacher evaluation tool to be effective, it must provide a common language that defines skills and competencies valued by teachers for improving student outcomes (Center for Innovative Technology, 2010). The results of this study suggest that the utilization of the TLE neither creates the common language nor accurately defines the skills and competencies valued by these teachers.

This chapter portrayed the perceptions of the TLE from CareerTech teachers and administrators at Alpha Technology Center in Oklahoma. In summary, the discussion in this chapter illustrates the complexities of applying a teacher evaluation system (TLE) designed for a common education setting to this CareerTech context.

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APPENDIX A

Oklahoma State University Institutional Review Board

Date: Monday, April 17, 2017
IRB Application No ED1746
Proposal Title: A CASE STUDY OF TECHNOLOGY CENTER TEACHERS'
PERCEPTIONS OF THE TEACHER AND LEADER EFFECTIVENESS
EVALUATION SYSTEM AND ITS REPRESENTATION OF QUALITY
INSTRUCTION IN CAREERTECH CLASSROOMS

Reviewed and Processed Exempt
as:

Status Recommended by Reviewer(s): Approved **Protocol Expires: 4/16/2020**
Principal

Investigator(s): Jaared Scott Katherine Curry
306 Willard
Stillwater, OK 74078 Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms.
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Scott Hall (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,



Hugh Crethar, Chair
Institutional Review Board

APPENDIX B

ADULT CONSENT FORM OKLAHOMA STATE UNIVERSITY

PROJECT TITLE:

A CASE STUDY OF TECHNOLOGY CENTER TEACHERS' PERCEPTIONS OF THE
TEACHER AND LEADER EFFECTIVENESS EVALUATION SYSTEM AND ITS
REPRESENTATION OF QUALITY INSTRUCTION IN CAREERTECH CLASSROOMS

INVESTIGATORS:

Jaared Scott
Doctoral Candidate
Oklahoma State University

PURPOSE:

This research study will explore CareerTech teacher's perceptions of their teacher evaluation instrument. Participants are being asked to participate as a means of providing data to examine if they believe their teacher evaluation instrument represents quality instruction in their classroom.

PROCEDURES

You will be asked to participate in a single 45-minute interview. During the interview you will be asked questions about your teacher evaluation instrument and if you believe it is representative of quality instruction in your classroom.

RISKS OF PARTICIPATION:

There are no known risks associated with this project which are greater than those ordinarily encountered in daily life.

BENEFITS OF PARTICIPATION:

The results of this study may be used to inform CareerTech teacher evaluation in Oklahoma. If you are interested, we will send you a copy of the results of the study when it is finished.

CONFIDENTIALITY:

The records of this study will be kept private. Any written results will discuss only group findings and will not include information that will identify you. Research records will be stored on a password-protected computer in a locked office, and only researchers and individuals responsible for research oversight will have access to the records. Audio recordings will be transcribed, and recordings will be destroyed within 5 days of the interview. Transcripts will be kept in a locked office on a password protected computer. No one, other than the researcher and those responsible for research oversight, will have access to transcripts. Transcripts will be kept for no more than two years and will then be destroyed. You will not be identified individually; only aggregated results will be recorded (we will be looking at the group as a whole).

COMPENSATION:

No compensation will be provided for participating in the study.

CONTACTS :

You may contact the researcher at the following addresses and phone numbers, should you desire to discuss your participation in the study and/or request information about the results of the study:

Jaared Scott 21808
N. Heidi Dr.
Edmond, OK 73012
(405)974-9130

or you may contact my advisor at: Dr.
Katherine Curry
306 Willard Hall
Oklahoma State University
Stillwater, OK 74078
(918)520-9217

If you have questions about your rights as a research volunteer, you may contact the IRB Office at 223 Scott Hall, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu

PARTICIPANT RIGHTS:

I understand that my participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time, without penalty.

CONSENT DOCUMENTATION:

I have been fully informed about the procedures listed here. I am aware of what I will be asked to do and of the benefits of my participation. I also understand the following statements:

I affirm that I am 18 years of age or older.

Preface the signature lines with the following statement (expand if appropriate):

I have read and fully understand this consent form. I sign it freely and voluntarily. A copy of this form will be given to me. I hereby give permission for my participation in this study.

Signature of Participant

Date

I certify that I have personally explained this document before requesting that the participant sign it.

Signature of Researcher

Date

APPENDIX C

The interview questions are listed below.

1. What do you believe is your district's intended purpose for using the TLE evaluation system?
2. What is your overall perception of the TLE as an evaluation instrument for measuring your success as a teacher in the CareerTech context?
3. What do you believe are the necessary competencies and skills for you to be successful as a CareerTech teacher?
4. To what extent, if at all, does the TLE rubric align with your beliefs about effective instructional practices in CareerTech classrooms?
5. To what extent, if at all, has the TLE evaluation system impacted your growth as a teacher?
6. To what extent, if at all, do you use the competencies and skills outlined by the TLE rubric to improve your teaching practices?
7. To what extent, if at all, do you believe you can successfully implement the behaviors outlined by the TLE rubric?
8. To what extent, if at all, did you have input into the competencies and skills that are identified by the TLE rubric?
9. To what extent, if at all, do you value the usefulness of the teacher evaluation process?
10. Do you have any final comments as we conclude this interview?

VITA
Jaared David Scott

Candidate for the Degree of

Doctor of Education

Thesis: A CASE STUDY OF TECHNOLOGY CENTER TEACHERS' PERCEPTIONS OF THE TEACHER AND LEADER EFFECTIVENESS EVALUATION SYSTEM AND ITS REPRESENTATION OF QUALITY INSTRUCTION IN CAREERTECH CLASSROOMS

Major Field: Education Leadership - School Administration

Biographical: Jaared Scott lives in Edmond, Oklahoma. He works at Francis Tuttle Technology Center in Oklahoma City.

Education:

Completed the requirements for the Doctor of Education in school administration at Oklahoma State University, Stillwater, Oklahoma in December, 2017.

Completed the requirements for the Master of Science in engineering and technology management at Oklahoma State University, Stillwater, Oklahoma in 2012.

Completed the requirements for the Bachelor of Science in your computer science at Northwestern Oklahoma State University, Alva, Oklahoma in 1996.

Experience:

Assistant Superintendent of Instruction, Francis Tuttle Technology Center, Oklahoma City, OK July 2014 to present.

Executive Director, Technology and Facilities, Francis Tuttle Technology Center, Oklahoma City, OK December 2012 to present.

Technology Center Coordinator, Oklahoma Department of CareerTech, Stillwater, OK, July 2008 to November 2012.

Professional Affiliations:

International Association of K12 Online Learning (iNACOL)
American Society of Curriculum Development (ASCD)
Oklahoma Association of CareerTech Education (OKACTE)
Oklahoma Council for Local Administrators (OCLA)